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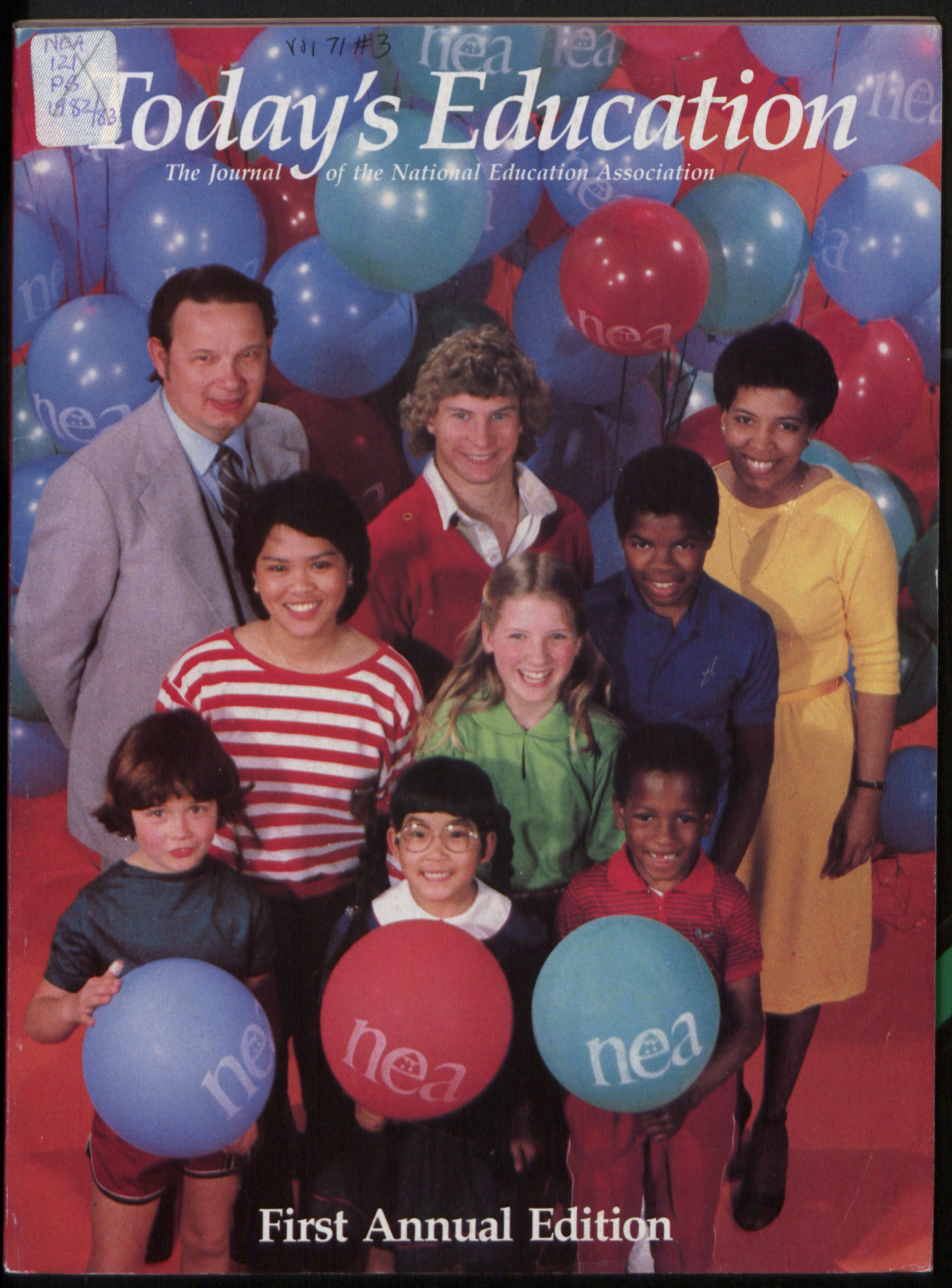
Today's Education

The Journal of the National Education Association



First Annual Edition

The Annual of the National Education Association
1982 Volume 71, Number 3

Today's Education

New school years often bring changes, and as the 1982-83 school year begins, I'm proud to announce some important—and I believe exciting—changes in our NEA membership publications.

The first of those changes is in your hands right now: a special annual edition of our NEA magazine, *Today's Education.*

Inside this annual are articles and resource information that we think you'll find useful all year long. You'll find challenging ideas and basic reference data about education—and about our Association—that you'll want to refer back to time and time again over the months ahead.

We've divided this annual *Today's Education* into sections to make it easier for you to use and reuse. Several sections raise issues and concerns that are sure to shape the education debate in the year—and years—to come. Still other sections underscore the goals that you, as NEA members, have set for our Association. You'll meet some of your colleagues in these pages and find out what they think about key issues.

It all adds up to a practical and informative sourcebook that can help you meet the challenges of the new school year.

But the annual, which replaces the quarterly *Today's Education* issues of years past, is only one part of the new Association publication package that we've been preparing for you. Next month, you'll be receiving the first issue of our new Association newspaper, *NEA Today.*

NEA Today will carry many popular columns that *Today's Education* has traditionally featured in the past, plus much, much more. Appearing about monthly through the school year, *NEA Today* will be as timely as the annual is comprehensive.

It's my hope that our new Association publications will serve you well as the coming year unfolds.

On behalf of the entire NEA family, let me wish you a rewarding and satisfying new school year.

—Willard McGuire
NEA President

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Editor: Elizabeth E. Yeary
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Advertising Manager: Robert F. O'Connor
Art Director: Jane D'Alelio

ADVERTISING OFFICES:

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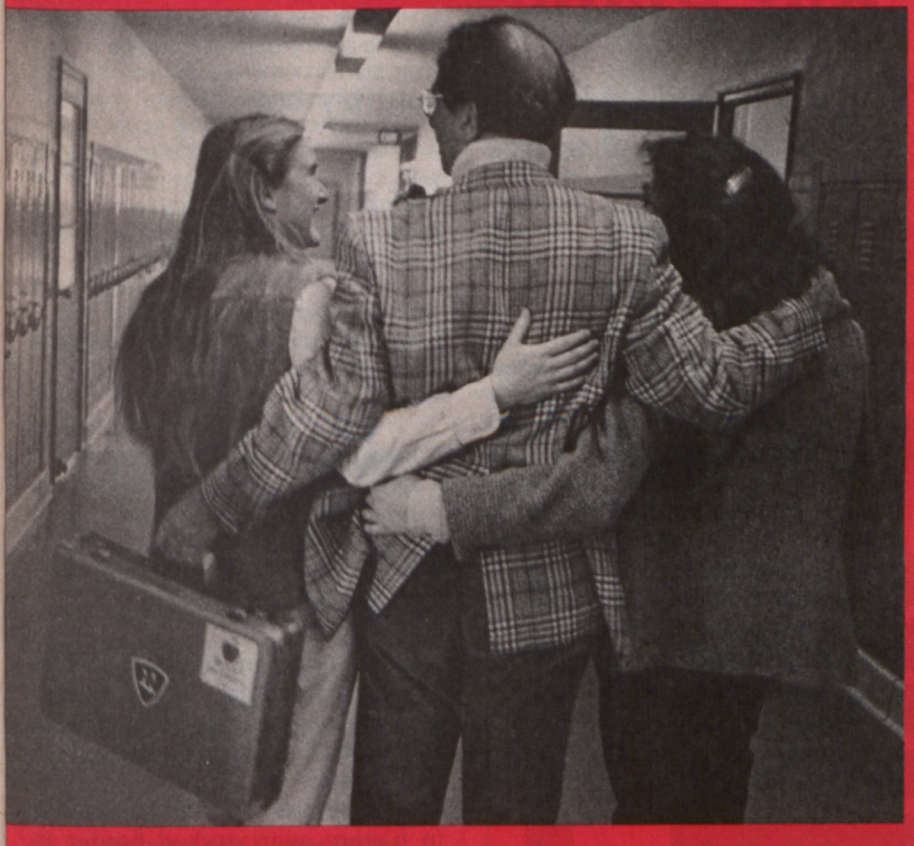

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Big Plans

How a teacher's high standards helped one country boy learn to draw—and to live

CARL ROWAN

In this time of trouble for our nation, I hope that teachers will spare an extra measure of compassion for those youngsters who are most deeply in need of education.

What kind of youngsters am I talking about? I'm talking about the kind of youngster I was that fall day in 1942 when I left my little hometown, McMinnville, Tennessee, and went down to Tennessee State College in Nashville. A youngster from a poor family in which nobody ever before had gone to college. A youngster who walked down to that campus a little awed by the city slickers from big Pearl High School in Nashville, because he'd come from a tiny school—a school so small that if two people were in the library, one had to step outside so the other could turn a page.

When I got down to Tennessee State, the first thing I discovered was that I'd been assigned to an art class. Art? They never heard of art in Bernard High School. I could scarcely draw a box, let alone an apple.

My fears about succeeding in the class multiplied when the teacher, Ms. Frances Thompson, said on the first day, "I want each of you to write down on a piece of paper the grade you expect to get in my class."

I summoned up all my courage and wrote down a huge *C*. After scanning the papers, Ms. Thompson looked up and said, "Would Carl Rowan from McMinnville, Tennessee, raise his hand?" I stuck mine up. She asked, "Would you stay after class?"

I stayed. She opened our conversation: "Young man, would it surprise you if I told you that I know every grade you got in high school?"

"No, Ma'am."

Art? I could scarcely draw a box, let alone an apple.

"Would it surprise you if I said you never got a *C* in your life?"

"No, Ma'am."

"Then why in the devil are you expecting to get a *C* in my class?"

I just sat there looking at her. She said, "I want to read you something." She opened her desk drawer, pulled out a little piece of paper, and read me some words written in about the year that I was born, by a man named Daniel Burnham:

> "Make no little plans. They have no power to stir men's blood and probably in themselves will not be realized. Make big plans and perhaps down through the ages they can be a living, breathing thing."

She handed me another piece of paper. I thought, "Well, if she wants me to be ridiculous, I'll be ridiculous." And I put a huge *A* on that paper.

I guarantee you that no teacher in history ever worked harder to earn her pupil an *A* than did Ms. Frances Thompson.

That woman made a tremendous difference by instilling in a green country kid a little bit of the confidence, the belief, the hope that are still essential for all our youngsters. Those youngsters trudging into our schools each day are our future—and that includes the hungry ones, who live in poverty and squalor. We've got to believe in them.

Mr. Rowan is a syndicated columnist and TV commentator. This article is adapted from one that originally appeared in Today's Education, *September-October 1975.*

TOP SCORER

Grade averaging calculator earns high marks from educators for speed, convenience, accuracy.

Averaging letter grades is one of the most tedious and least rewarding parts of teaching. Each year, you spend hundreds of hours translating letters into numbers, figuring out how to weight grades, and going through a division process to come up with yet another number to be converted back into a letter grade. Even if you're using a numerical point system for daily grading, you still probably have to convert to a letter for the final course grade.

This drudgery, busy work takes time away from the more creative aspects of teaching — time away from students — time away from yourself and your family. But how can you make things better?

A TEACHER FOUND THE SOLUTION

Working in a suburban California school, Susan McGuire went through the same grade averaging traumas as you do. Sue figured that she handled nearly a quarter million grades each year, which took ***more than forty days of her own time.*** Then she found a better way. Sue invented the GradeMaker™ calculator to handle the entire process quickly, automatically, and accurately. In fact, her GradeMaker even weights scores and comes up with class averages!

SAVES YOU HOURS!

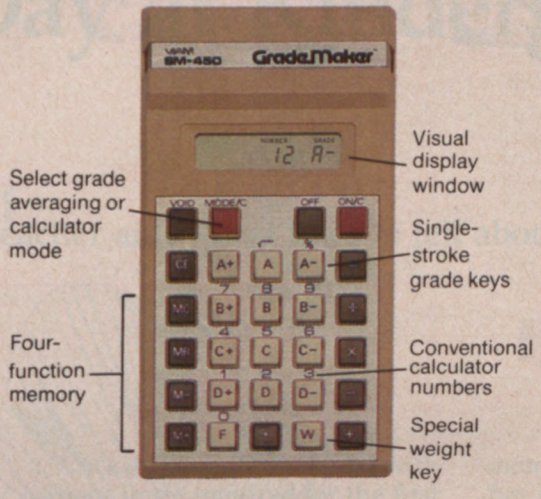
"Teachers have to see GradeMaker in action to believe how fast it is," Sue says. "All you have to do is punch in the letters, without even a plus in between. As you go along, the display shows how many grades you've already entered, so you don't have to start all over if you're interrupted. When you've entered all the student's grades, just press the equals key, and the letter grade average appears. It's that easy!"

GradeMaker reduces your grade averaging time from hours to minutes. In fact, it can cut the time spent with ordinary calculators by two-thirds. Let's take a closer look at GradeMaker to see how it operates. Also, try these examples on a conventional calculator, and you'll be convinced that you can save yourself lots of time.

GRADEMAKER IN ACTION

Here's how easily you can average five letter grades. Get GradeMaker going by pressing the "ON" key, then press "MODE" until the display shows the words "NUMBER" and "GRADE."

Now press just one key to enter each of the five grades — A, A−, B+, D−, and C.



Press	Display Shows
A	NUMBER 1 GRADE A
A-	NUMBER 2 GRADE A-
B+	NUMBER 3 GRADE b+
D-	NUMBER 4 GRADE d-
C	NUMBER 5 GRADE C
=	NUMBER 5 GRADE b-

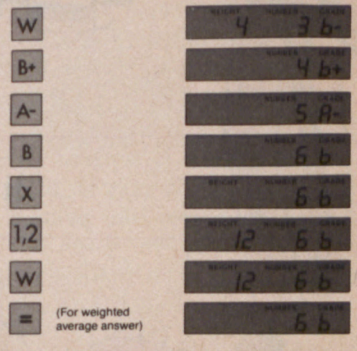
In less time than it takes to read about it, you have the answer — an average grade of B− with ***just 6 key strokes.*** On a conventional calculator (scale from 13 for an A+ to 1 for an F), you'd have to press ***15 keys*** then convert back to a letter; with number grades based on 100-point assignments — ***20 keys*** and a conversion.

Let's explore another GradeMaker exclusive — the special "WEIGHT" key that lets you weight major tests, projects or term papers from 1-99 times the value of other individual grades — all without creating elaborate formulas.

Grades:	A	C	B−	B+	A−	B
Weight:	1	1	4	1	1	12

(1's are for homework, 4 for mid-term, and 12 for the final.)

Press		Display Shows
A		1 A
C		2 C
B-		3 b-
X	("WEIGHT" will appear in display)	3 b-
4	(Weight value)	4 3 b-



GRADEMAKER DOES MORE

GradeMaker also has a four function memory so you can quickly compute class averages for as many as 99 students per class. And it doubles as a conventional calculator with square root, percentage, reciprocal, and automatic constant functions.

GradeMaker comes with an easy-to-follow, 28-page instruction manual, convenient storage pouch — and even the batteries are included. (An automatic shutoff feature keeps your battery costs to a minimum.)

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A
B
C
Lois Sloan '82

Opening Day at Kindergarten

R. DOUGLAS BRACKENRIDGE

The professor signs on as teacher aide—and lives to tell about it.

Initially, it seemed like a good idea. My wife, Lois, a kindergarten teacher, had no assistant for the opening day of class. With 30 children already preregistered, there was no question but that she would need help. It would be team teaching at its best—a wife-husband combination. Besides, it would be a good experience for me, a university professor, to break loose from an ivy-covered campus and see firsthand the problems and potentialities of elementary school teaching.

Moreover, I was in good physical condition, not under any medication, and genuinely fond of little children. It would be a lark. I looked forward to teaching without lecture notes and without interruptions from confused freshpersons who couldn't find the right room or keep the right time.

My diary of the first day is a memento of shattered expectations. Most will read it and laugh, but all should wonder, as I do, What financial, professional, or egotistical factors could possibly motivate people to dedicate themselves to such a difficult task?

Note: My diary does not in any way exaggerate. What happened did happen, all in a single day. Only the names of the innocents have been changed to avoid complications.

7:30 a.m. We load up the car with various items required for the first day. Fruit juice, crackers, and Kleenex seem to have priority—I wonder why.

7:45 a.m. We arrive at school and unload. Class doesn't start until 8:15, but already a swarm of mothers and children is standing on the doorstep. We persuade them that we can't talk just yet.

8:05 a.m. Teachers gather in the hall for a cup of coffee. The closest parallel in my experience is the locker room just before a football game. Excitement and tension charge the air.

The bell rings. Out onto the field to victory!

8:15 a.m. Thirty preschoolers and an equal number of parents or older brothers or sisters descend on our small portable building. The experienced members of the group have questions about forms, lunches, time schedules, etc. "Norman doesn't like beets," repeats one tight-lipped mother. She is not content until we note that fact in writing.

8:30 a.m. Suddenly we are alone with the children. For me, it is like a scene from *Gulliver's Travels.* I am so big, and they are so small. They are all speaking or crying at once—I don't know where to turn.

8:40 a.m. We collect the lunch money—or try to. Most everyone has coins clenched in a tight fist. Susie and Mark take five minutes tearfully explaining why they don't have any money (they get their lunch anyway). Robert has dropped a $5 bill on the floor three times. Why does he have $5? I never do find out, but I take it from him temporarily for safekeeping.

8:50 a.m. Above the sound of toppling chairs and muffled sobs, we encourage the children to use the crayons and paper already on their desks. Mark finishes in 10 seconds, while poor Debbie has managed only a few strokes by the end of the exercise. How do you ever coordinate anything in kindergarten?

8:52 a.m. (I remember the exact moment.) Lenard arrives, clutching his mother's skirt and screaming at the top of his lungs. When she pries herself loose and leaves, Lenard increases the intensity of his cries by at least 10 decibels, then holds steady. Steve cries in sympathy for Lenard. We quickly put on a "happy song" record to forestall a general crescendo of tears. Fortunately, Steve calms down. Lenard however, maintains the standard he has set: No "happy song" can unruffle him.

9:00 a.m. We explain what play centers are. My wife does a great job, moving around and showing

the children how to play in each center. While she is doing this, Kevin falls out of his chair. I check him for bruises—negative—but while I am occupied, Mary and Roberto start to eat the lunches they brought.

Now everyone is hungry, so we quickly change plans and begin to pour fruit juice and pass out crackers. Mary helps to spread peanut butter, but uses the handle instead of the blade. Paul, who is passing out crackers, eats one for every two he dispenses. I replace Paul with Marcie, who is very thin and obviously does not like peanut butter and crackers.

9:15 a.m. Everyone is enjoying the snack, though Lenard is still crying. Mark wants to know what time it is. He has asked that every 10 minutes since we began. Time really is moving very slowly. I don't know why.

9:30 a.m. We move to the play centers. Confusion reigns. The Housekeeping area is OK, but immediately we have trouble in Wooden Blocks. Sam has all the large blocks and isn't about to share. Jackie is in tears because she can't build her house without at least one large block. We manage to get several large blocks from Sam, and he kicks the remaining ones all over the room.

The water pressure in the drinking fountain suddenly goes down, and I have to hold the children up to get them a drink. While I am doing this, Toby hits John with the toy telephone. It seems that John won't speak because he can't hear anybody at the other end. Toby resents John's lack of imagination.

10:45 a.m. We clean the children up for lunch, pass out lunch tickets, and line the class up for the march to the cafeteria.

11:00 a.m. What follows can only be described by analogy: a cross between the Battle of the Bulge and the Mutiny on the Bounty. That we get everyone first into line and eventually settled with a tray at a table is nothing short of miraculous.

Nora puts a hole in the wrong end of her milk carton. Lenard cries even louder when John spills milk on him.

11:15 a.m. We hurry to the teachers room for a 15-minute break. Everyone in the room seems so large—the chairs, so big.

Again it is like a locker room, this time at half-time. Teachers are gasping for breath and nursing bruises. Scorekeeping is an important item of business. "You have twenty-five? Well, I have thirty-one." "How many does Mrs. Smith have in first grade?" "If we get 10 more students, we may qualify for another teacher, but we don't have another room." We gulp down coffee and rush back to our brood.

Dedicated teachers? There aren't any other kind!

11:30 a.m. I am supposed to take the boys to the restroom. I line them up and count 14. I count again. I now have only 13. Lenard is back at the table crying.

None of the boys is familiar with the school, so I have a job keeping them in line. When we get to the boys' room, four refuse to enter. Respecting their rights, I line them up outside and hurry in to take care of the rest of my flock.

They have scattered. Alvin and Paul are washing their hands in the urinal. Never having seen anything like it before, they are doing what seems logical. I begin the process of buttoning and zipping, while continually checking on my objectors' group outside. It is then that I discover that Robert is wearing two pairs of pants. No wonder he is taking so long.

I reach the classroom with 13 boys. Lenard is back in the hall crying.

12:00 noon. Nap time! We get most of the children settled down on their towels on the floor. Then the wasps descend. (The classroom has neither air-conditioning nor screens.) It is a struggle, but with spray gun and swatter I finally bring them all spinning to the ground. I step on Roberto twice.

Just as I kill the last wasp, Mark asks the correct time. It is exactly 12:42.

1:00 p.m. Story time. We gather to hear the story of Red Riding Hood and the Three Bears—or is it Goldilocks and the Big Bad Wolf? Some don't like our version and offer corrections and additions. Others don't seem to have the foggiest notion of what is going on. Besides, it is difficult for anyone to hear with Lenard crying.

1:30 p.m. It is painting and play centers time again. Debbie refuses to play with "boys' toys," and my wife skillfully engages her and some others in a discussion about sexist stereotyping (of course, she doesn't call it that). They all finally conclude that anyone can play with any toy. Very interesting.

2:15 p.m. Time to get ready to go home. Somehow we can't find all the crayons, and five puzzle pieces are missing. (We find most of them in lunch boxes.) There are forms to be given out to parents with instructions and announcements. We have them ready when the bell rings. Then a frantic messenger informs us that some dates on the forms are wrong, but it is too late to change them. We will have to save that problem for tomorrow.

2:45 p.m. Dismissal bell. What a joyous sound! A happy reunion of parents and children. Lenard's mother does not come right away, so he cries even louder. At three o'clock, big brother comes to claim Lenard. For the first time all day Lenard stops crying. As he goes out the door he stops, turns, and says, "Goodbye, teacher."

It makes our day. We'll be back tomorrow (even I will be—for two more days), and somehow it will be OK. We will muddle through, and the children will begin to learn about themselves and their world. Dedicated teachers? There aren't any other kind!

At the end of this day, those college freshpersons look great. I can't wait for classes to begin!

Dr. Brackenridge is professor of religion, Trinity University, San Antonio, Texas.

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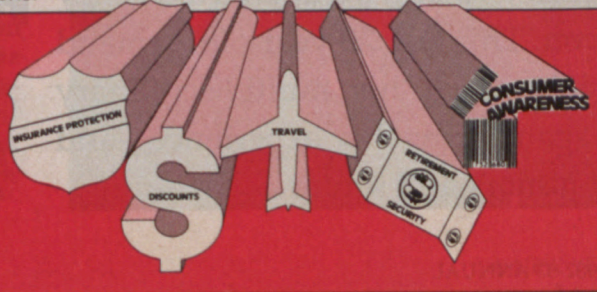

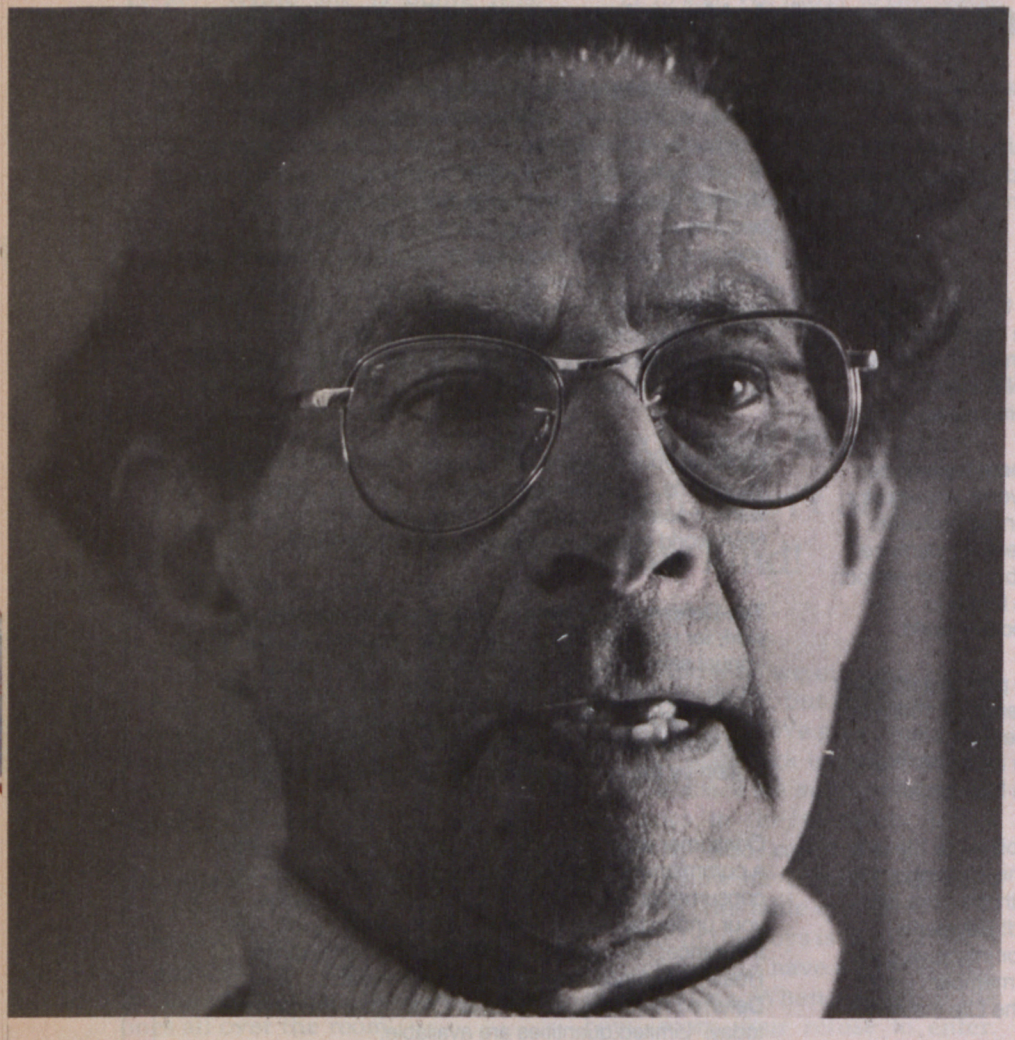

Zimmermann earned a Master of Fine Arts degree in directing and playwriting from the Yale Drama School in 1940. He has lost none of his dramatic flair. "My classroom," he says, "is a place of madness—creative madness, I hope."

Zimmermann dedicates himself to helping students see that literature, dance, art, music, drama are all reflections of the human spirit in quest of itself. Visits from former students—warm with gratitude—are common.

A Portrait of Youth

The statute—the Teachers Retirement Act—said he was too old to teach. And the Branford, Connecticut, Board of Education saw no reason to depart from the letter of the law. But Armand Zimmermann's students did. They protested—and they won. This fall, 70-year-old Armand Zimmermann will again teach his multidisciplinary English courses, will again bring his experience—and his youth—to grateful juniors and seniors.

Does Zimmermann relish the thought of carefree retirement days on a warm beach? His answer is terse: "What a waste!" He adds, paraphrasing Tennyson, "There is life to be lived."

"Every child excels in something—whether it's art or auto racing, mechanics or music. And that strength is the bridge between the student and education. The kids' faces tell you a lot. Their fears, their confusion, their hopes—they're all written there. You have to learn to read them the way you would a beautiful poem."

"I don't believe all this nonsense about dissatisfaction among teachers. That's balderdash. We're a lucky group. Most of the teachers I know will be as sad as I will be when it's time to say good-bye. For me, I hope that time will be years from now. I'm ready to fight again." The battle will not be easy, but Zimmermann remains cautiously optimistic: "Perhaps the editors of *Today's Education* can interview me again when I'm 80."

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Programmable	YES	YES	YES	YES	YES
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Graphics Characters (from Keyboard)	YES	NO	NO	NO	YES
Upper and Lower Case Letters	YES	Upper Only	YES	YES	YES
Maximum 5¼" Disk Capacity Per Drive	170K/1000K	143K	160K	178K	96K
Audio Features					
Sound Generator	YES	YES	YES	NO	YES
Music Synthesizer	YES	NO	NO	NO	NO
Hi-Fi Output	YES	NO	NO	NO	YES
Video Features					
TV Output	YES	EXTRA	EXTRA	NO	YES
Input/Output Features					
"Smart" Peripherals	YES	NO	NO	NO	YES
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CP/M® Option (Over 1,000 Packages)	YES	YES	YES	YES	NO

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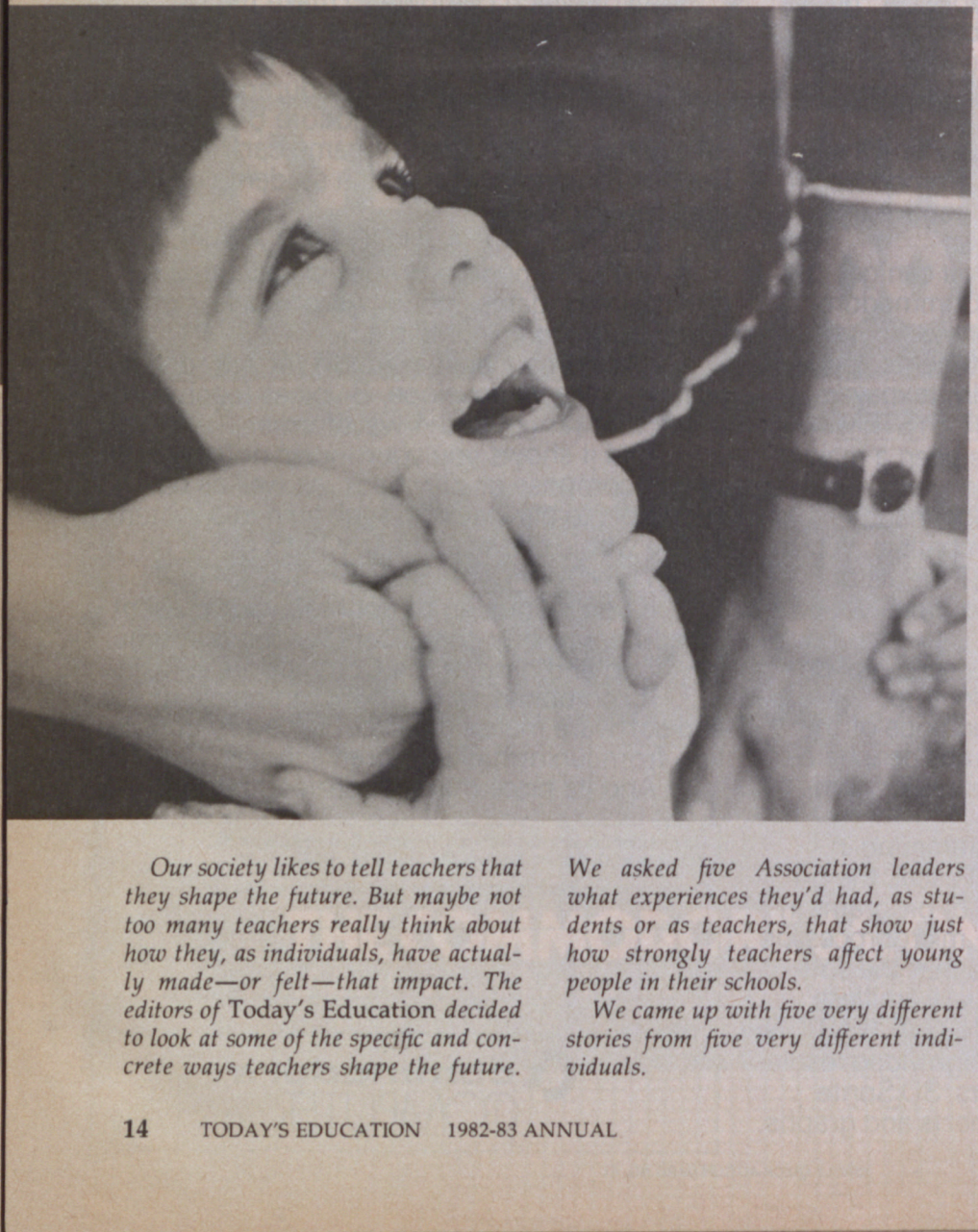


Our society likes to tell teachers that they shape the future. But maybe not too many teachers really think about how they, as individuals, have actually made—or felt—that impact. The editors of Today's Education *decided to look at some of the specific and concrete ways teachers shape the future.*

We asked five Association leaders what experiences they'd had, as students or as teachers, that show just how strongly teachers affect young people in their schools.

We came up with five very different stories from five very different individuals.

A Community of Kindness

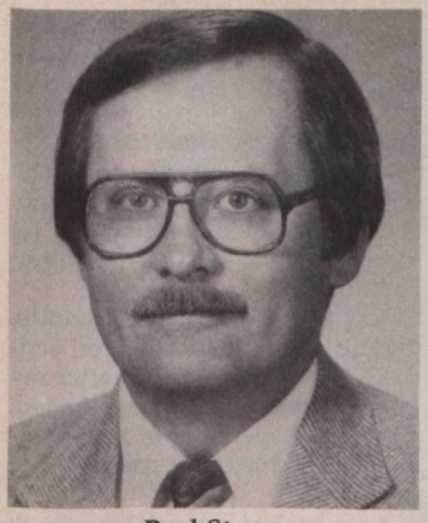
I enjoy telling people that I was at the top of my class in first grade. Sometimes—not always—I later let them know that I *was* the first grade, the only student in the class. Maybe that very personal beginning—just me and the teacher—was important. I'm not sure.

I do know that at some point during my elementary and secondary school days, I decided to become a teacher. But I can't pinpoint the time of the decision, and I can't attribute the decision to one person or one event. The entire experience made me want to be part of the teaching profession.

What I remember of those 12 years is the warmth, the humanness, the family-like atmosphere. Our teachers were good educators, yes, but they were good people first. They made our school an extension of our homes.

Our parents and teachers were partners. Education was a community effort, with parents and teachers and students working together to make our small community a place we were all proud of. The whole environment—because it was one of mutual respect—was educational.

I remember in my junior year, 1957, the high school math teach-



Paul Styve

Peggy J. Dotson

Mary Hatwood Futrell

er's making a wonderfully warm gesture. We were all nervous about the upcoming prom. None of us had been to a formal dance before. Our math teacher, sensing our anxiety, set up a special class and taught us to waltz and polka—just enough so that we were comfortable. We could relax, and so we enjoyed our junior prom.

That kind of sensitivity was not at all atypical. It was the norm. We learned from that caring. It made us respect our teachers, and it made some of us want to carry on their work.

Paul Styve, *mathematics and biology teacher, Mayo Senior High School, Rochester, Minnesota; member, NEA Committee on Instruction and Professional Development.*

Helping the Shy and the Silent

When you teach distributive education, as I do, one of the biggest thrills comes from placing all your graduating seniors in jobs. Not everyone who joins our program, which serves students from several high schools, is immediately employable. Some youngsters lack basic academic skills; others have personality deficits.

A common personality problem is shyness. Employees in retailing have to meet the public, and some youngsters have not yet learned to make themselves heard.

I helped one shy student, whom I'll call Brenda, learn to meet the public. First, she participated in simulated exchanges with customers in our mock grocery store. Then I placed her in jobs—first, at a steakhouse salad bar, then at a check-out counter—where she would have to talk to customers.

As she developed more skill, Brenda became more confident. When a receptionist's job opened up with a major national firm, she tried for it—and got it—even though the competition consisted of students who were academically more able.

Students who have not mastered basic skills are mostly those who never made the connection between schoolwork and an activity of immediate interest to them, such as a job.

I like to think I helped Tommy make that link. A special education student, he was in my classroom for more than 12 weeks before he ever spoke!

As it turned out, what he wanted to do was auto body work. Just how I helped him connect our program with that work—or whether that is what prompted him to speak—I don't know. But it was gratifying to be one of the first to hear from him what he wanted to do with his life.

Peggy J. Dotson, *distributive education teacher, Jasper, Alabama; NEA director; and chair, NEA Committee on Vocational, Technical, and Practical Arts Educators.*

A Heritage

Among the teachers who taught me, I can't think of just one who stood out alone. There were several who became my models:

My fourth grade teacher, Mrs. Mead, used to say, "The word *can't* is not in my vocabulary. You can if you really try." She was hard on us, because she expected more of us than we did of ourselves.

My high school business teacher, Mr. Moultrie, taught us not just to repeat the skills out of the textbook, but to adapt them to everyday situations.

Mrs. Valentine, our gym teacher, taught me that I could compete if I wanted to. I was a very skinny child, and she'd say to me, "It doesn't matter about your physical being. What matters is how you feel inside and that you're willing to try your best."

Mr. Penn and Mrs. Watson didn't just care about what I did in class. They knew that my mother was a widow and that she worked. Even so, I'm amazed, looking back, at how much time they spent looking out for my sisters and me.

My college accounting teacher, Mr. Singleton, was patient—but he also insisted on the work being in on time and being done very neatly. He cared about the individual student—but he also cared about that student doing the best possible work.

Mrs. Brown taught business, too. She used to say, "You can't put a $20 hat on a $5 head." She taught

us that it doesn't matter how much you dress up if you don't have anything in your mind.

Today, as I look at my teaching and the way I feel about my students, I see that it's not just me—it's also what I've inherited from all those other teachers, years ago.

Mary Hatwood Futrell, *business teacher, George Washington Junior High School, Alexandria, Virginia (on leave); NEA Secretary-Treasurer.*

Women and Children

When I started teaching, I did not know that over time I would come to see women as more valuable persons than I had as a young woman. Nor did I expect that it would be my students who would help me recognize how much I had changed. Let me describe three milestones.

• Back before people thought much about sexist language, a third grader in my social studies class asked, "Who is that guy 'Mankind,' anyway?" That brought home to me the impact that a teacher's language has on students.

Cordell Affeldt

• About 10 years ago, in a classroom in the middle of a cornfield in Indiana dune country, a fifth grader introduced a hypothetical example this way: "Suppose there was this queen, and she said to her army. . . ."

I was surprised—and pleased—that this student had chosen a woman as an authority figure. I knew his choice reflected changes in my own language that I was scarcely aware of.

• More recently, a male judge, wearing black robes, explained to my students that since few women were interested in being judges, few women were qualified to be judges, and few women therefore were judges. The students' heads whipped around to see my reaction.

The children were responding not just to me but to changed attitudes on the part of all women teachers in the building. Unlike our predecessors—or ourselves 10 or 15 years ago—we no longer think of teaching as something we do "for a while before having a family." It's not that as a group we aren't as likely to have families as before. It's just that now we think more of ourselves, we have a professional identity, we say we *are* teachers. And our students have noticed the difference.

Cordell Affeldt, *elementary teacher (on leave), Duneland Public Schools; president, Indiana State Teachers Association.*

My Mother, My Teacher

When I was in the sixth grade, my mother, now a retired teacher, took a job in a one-room school in the little community of Oneida Station, a remote mountain town in southern Idaho. She had 12 students, ranging from first through eighth graders. I was among them—my mother's pupil, my teacher's daughter.

I remember that year as probably one of my better school years. There were, however, growing pains: My mother/teacher made sure that no one (especially me) received any favored treatment. My sixth grade mind found that a little ridiculous.

I didn't understand my mother's commitment to fairness until the last day of school.

The incident that occurred that day changed my perception of my mother *and* of teachers. My mother was handing out report cards and saying good-bye. I noticed that nobody seemed happy that the school year had come to an end. Our "graduation" seemed a lot more like a wake than a happy celebration.

As I thought about this oddity, one little girl, a first grader, suddenly threw her arms around my mother's neck. She cried and cried, clinging desperately to her teacher. Even her mother couldn't pry her away.

As I watched, a revelation struck me: These kids I had gone to school with all year really loved my mother. That was the first time I understood the impact a good teacher can have on a student. I learned just how much the love she had shown those kids had meant to them.

Betty Condie

That experience may explain why I became a teacher. What I learned then has been confirmed again and again: Students perform best for teachers who respect them, love them, and genuinely do their best for them.

Betty Condie, *fourth grade teacher, River Heights (Utah) Elementary School; former president and current vice-president, Utah Education Association.*

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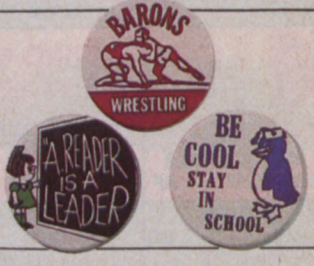

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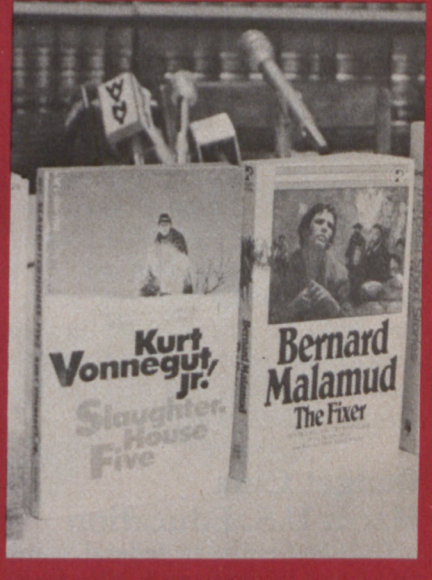

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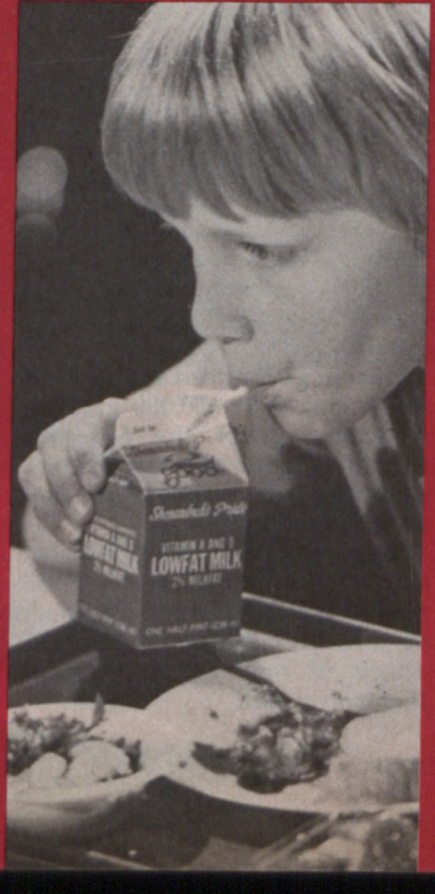


10 Top Education Stories of 1981-82

They made big news last year, and they're not about to go away.

Education news often made the headlines during the 1981-82 school year. NEA Communications staff couldn't summarize all the big education stories, so they chose the 10 they consider the most important of last year. These stories will likely be key ones in 1982-83 as well.

Budget Cuts Harm U.S. Education

Cuts and shifts in federal, state, and local budgets took jobs away from teachers, reduced schools' capabilities to deliver vital services, and dimmed students' futures across the country. On the federal level, spending cuts were coupled with the "consolidation" of programs and the transfer of funds from education programs to block grants. At the state level, similar structural changes, along with limitations on the amount of revenue raised or spent, were the main villains. Local funding suffered most from caps on spending.

The K-12 programs most commonly cut were in special education, counseling, art, music, remedial basic skills and speech, bilingual education, kindergarten, foreign languages, and vocational education. Staff cuts increased class size, and schools often couldn't provide enough textbooks and supplies.

School lunch programs were hit so hard that at least 460 districts stopped offering hot lunches. The average price of a lunch rose 35¢, and 3 million children simply dropped out of the program.

Postsecondary students suffered from a cut in the amount of financial aid money available. Unless the funds cut are restored, about 2 million fewer undergraduates will receive aid in 1983-84 than in 1982-83.

> The clearest effect has been to raise average class size by three or four.

Cuts in guaranteed student loan funds may shift 650,000 graduate students out of the federally backed program to a more expensive program available in only about half the states.

This report tells an unfinished story. As 1982 passes into 1983, new or presently unknown effects of present cuts, not to mention effects of new cuts, will make themselves felt.

School Employees Suffer Severe RIFs

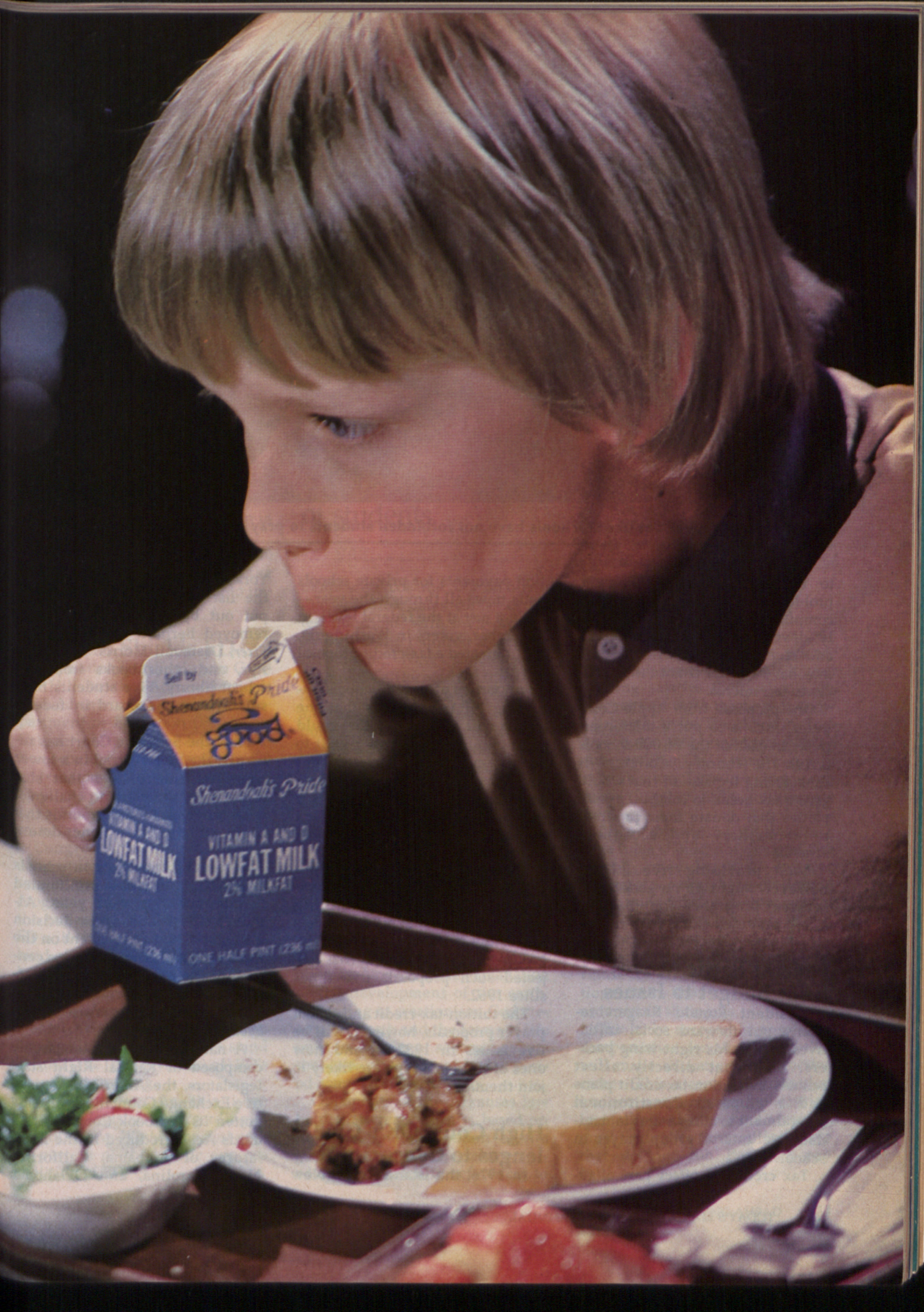
Budget cuts, coupled in some places with a continuing drop in enrollment, hit school employees hard. In the spring of 1982, unusually high numbers of school staff members received layoff notices. In Baltimore, for example, the schools lost 1,229 positions at the end of the 1981-82 year. The clearest effect has been to raise average class size by three or four students—to 35 in the intermediate grades and 37 in the secondary schools.

In Massachusetts, the effects of tax-cutting Proposition 2½, passed in November 1980, continued to spread. The schools lost 12,500 employees, 6,000 of them teachers. On the other side of the country, Colorado expected to have 1,000 fewer teachers this fall than it had in the spring.

Computers Pose a Challenge to Teachers

Microcomputers are definitely present in classrooms—in 250,000 classrooms, in fact. But using them

For millions of students, balanced school lunches like this one are only a memory, and many schools no longer serve any lunch at all.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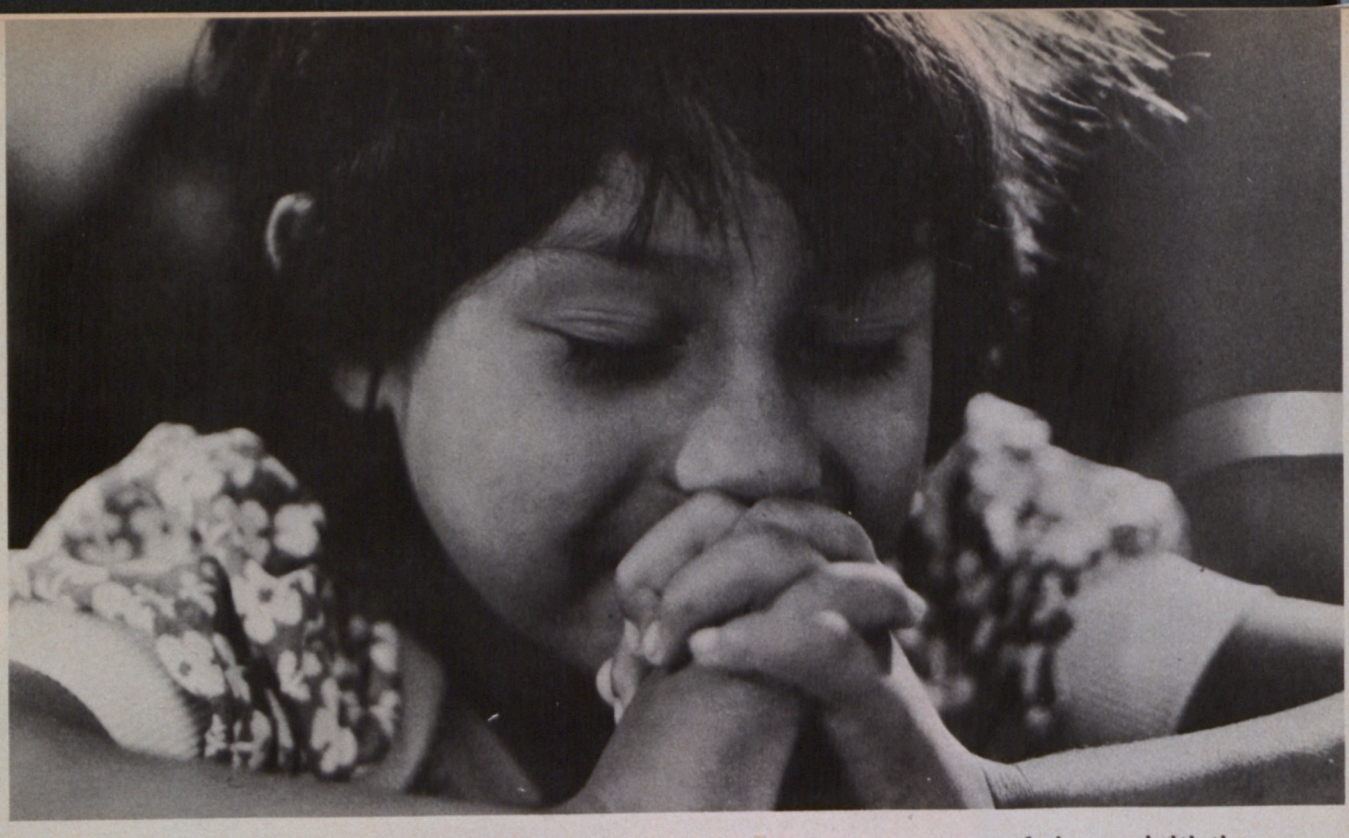


The right to pray is not at issue: Schools have not forbidden students to pray on their own initiative.

to the fullest presents several problems: Software is hard to find, computer languages aren't yet fully developed for classroom use, and students in affluent districts may have a better chance than others to use micros.

One proposal, from Apple Computer, Inc., is to put a microcomputer in each of the 86,000 schools across the country. Congress is considering legislation that would give a tax break to computer companies that donate their products to elementary and secondary schools.

Even providing free micros, however, might do no good if in-service programs for teachers aren't provided along with them.

Federal Battle Moves from Budget to Issues

President Ronald Reagan recently put forward social initiatives dear to his right-wing backers. Two that directly affect schools are tuition-tax-credit plans and a proposed Constitutional amendment to allow states to mandate "voluntary" group prayer in schools.

Tax credits to offset part of tuition payments for private schools made news all through the year—and not just at the federal level. In November, voters in Washington, D.C., defeated a tax-credit proposal 9 to 1.

Supporters of public schools, including NEA, point out that the credits will take money that could go to public schools and give it to private, mostly church-related institutions. Under President Reagan's formula, cost of the credits is close to the amount the President proposed to cut from the 1983 federal school budget.

Many organizations, including religious ones, oppose any Constitutional amendment permitting states to require that public schools set aside time for "voluntary" group prayer. Congress has rejected such proposals five times since 1962.

The tuition-tax-credit and school prayer proposals, however, will be live issues in 1982-83, and new ones of the same type are likely to join them.

High Court OK's Challenges to Censorship

In 1976, the Island Trees (New York) School Board, responding to the list of "objectionable" books put out by a right-wing group, removed Bernard Malamud's *The Fixer*, Desmond Morris' *The Naked Ape*, and other books from the school library. Five students filed suit against the board in federal court.

Now the Supreme Court has returned the case for trial in a lower court. Its ruling held that students have the right to challenge such removals on the grounds that they violate First Amendment rights.

Censorship attempts in schools and public libraries proliferated throughout the past year. Although the Island Trees decision has established a precedent on the right of students to challenge censorship attempts, book-banning efforts in various forms will most likely continue to increase in the 1982-83 school year.

A national organization largely composed of Radical Right state legislators, the American Legislative Exchange Council, has already gotten its Textbook Content Standards Act introduced in the legislatures of Alabama, California, North Carolina, and Oklahoma.

The Act would force schools to use only books that preach "absolute values," reflect "the traditional roles of men and women," and teach creationism as science. Phyllis Schlafly's group, the Eagle Forum, fresh from its successful Stop ERA campaign, will lobby for this legislation.

Integration Efforts Suffer Federal Neglect

The Justice and Education Departments both have reduced their efforts to further integration in education. The Justice Department abandoned the requirement of busing to reduce racial imbalance, even in districts where school policies had created virtually segregated schools. In March, a federal court found that the Department of Education had violated court orders to promote desegregation in public schools.

On Capitol Hill, the Senate passed legislation to keep the courts from ordering busing to improve racial balance.

Congress Shields ED

Opposition is stiffening on Capitol Hill to the Administration's avowed intent to deprive the Department of Education (ED) of its Cabinet status. The Administration would entirely dismantle ED or transform it into a foundation. Key congressional committees have backed off from the change in status.

Congress has shown further support for the federal role in education by exempting education programs from reconciliation in the budget for the next fiscal year. ED will thus be sheltered from the kind of wholesale budget cuts that it suffered last year.

The Republican heads of the Senate's Committee on Governmental Affairs and Committee on Labor and Human Resources stand behind the preservation of ED's status and funding.

Public opinion on this issue backs the legislators. According to an ABC News-*Washington Post* poll, 67 percent of the public opposes abolition of ED.

Testing Disclosure Becomes More Common

Disclosure of correct answers and of individual students' answers to questions on standardized tests is a topic that long aroused fierce contention. In the past year, the victories of disclosure advocates and concessions by testing companies began taking some of the sharpness out of the debate.

In the fall of 1981, the College Entrance Examination Board, which administers the *Scholastic Aptitude Test (SAT)*, responded to its critics. It offered to give students who took the *SAT* on any of five specified dates copies of the test questions, with their own answers and the required answers.

> Testers' errors have affected thousands of students.

Following New York's earlier example, California has adopted a law requiring disclosure of correct answers for several tests. In addition, 22 other states have considered disclosure legislation.

Disclosures have revealed mistakes in composing tests and evaluating test results that have affected the scores, and thus the futures, of thousands of students.

"Creation Science" Meets Skepticism

In January, a federal court ruled unconstitutional an Arkansas law that required the teaching of creationism as a scientific explanation of the development of the earth. According to creationism, God created the earth and the forms of life on it in a series of separate events that took place over a six-day period some 10,000 years ago.

Opponents of the Arkansas law held that creationism is based on theology, not observation of the geological record. They also pointed out that deleting references to the Bible and the Deity could not free creationism from representing an establishment of religion (and thus violating the U.S. Constitution) and that to require the teaching of creationism as science infringed on the right to teach and to learn.

In the past 12 months, bills to require the teaching of creationism as a science have appeared in at least 13 state legislatures. They passed only in Arkansas and in Louisiana, where litigation on the law's constitutionality is continuing. At the same time, the American Association for the Advancement of Science, representing 136,000 scientists and 285 scientific organizations, has condemned the attempt to confuse creationism with theories based on the scientific method.

NEA opposes any requirement that creationism be taught equally with evolution theories as a scientific description of the origins of the universe.

Differential Salaries Stir Dispute

Because industry offers science and math graduates much higher starting salaries than schools do, science and math teachers are now in short supply. The Houston, Texas, schools have attempted to solve this problem by offering newly recruited teachers in science and math $2,000 more than other new teachers.

NEA maintains that salary schedules should not discriminate among grade levels or subjects. Giving an extra share of limited education funds to one set of teachers, NEA points out, threatens teacher morale, violates the principle of equity, and depletes funds for other important educational items that teachers need in order to do their jobs.

The only acceptable answer is compensation for all teachers that will make education an attractive career. This means that education budgets must increase substantially; failing that, school systems must find other forms of incentive that do not rob Peter to pay Paul. □

The Law and the Schools

Ten 1981-82 court decisions that will—or may—set precedents for years to come.

At a time when the Reagan Administration is assaulting, and the Congress underfunding, public education, the NEA Office of General Counsel notes that last year the third branch of government, the federal judiciary, provided educators with some significant court victories—as well as with a setback or two.

The Office of General Counsel here highlights 10 decisions from 1981-82, most of them chosen because of the likelihood they will shape the law in their field for years to come. Other cases are included because they may be suggestive of future legal trends in previously unexplored areas.

***Washington v. Seattle School District No. 1,* 50 U.S.L.W. 4998 (1982).**

***Crawford v. Los Angeles Board of Education,* 50 U.S.L.W. 5016 (1982).**

In a pair of related decisions announced on the same day, June 30, the U.S. Supreme Court spelled out the circumstances in which citizens of states may limit the ability of their own courts and agencies, including school districts, to order mandatory busing to achieve school desegregation. The cases, from the states of Washington and California, both involved statewide ballots in which voters had approved limitations on busing ordered by entities or subdivisions of state government.

In the Washington decision, the Court found unconstitutional a statewide initiative that prohibited local school boards from requiring busing for desegregation. The initiative, voted on in 1978, was a response to actions taken by school boards in Seattle and other cities to establish mandatory busing programs.

In the five-to-four decision, the High Court faulted the Washington initiative because it singled out and removed local school boards' power over busing for desegregation, transferring it to the state. This radically restructured the state's decision-making process in a way that put minority interests at a disadvantage. It thus violated the Fourteenth Amendment's equal protection clause.

In the California case, in contrast, the High Court upheld Proposition 1, a 1979 amendment to the California constitution. Proposition 1 amended wording in the state constitution that had not restrained state court judges from ordering mandatory busing to remedy *de facto* (unintentional) segregation in the Los Angeles schools.

The federal courts require a showing of *de jure* (intentional) segregation before they will order mandatory busing. Hence Proposition 1, which forbids mandatory busing unless necessary to remedy a violation of the U.S. Constitution, was designed to prevent the California courts from going beyond federal standards in ordering busing for desegregation.

The eight justices in the High Court majority found Proposition 1 to be essentially a use of ordinary procedures to repeal a provision in the state constitution. They did not accept contentions that it brought about a restructuring of judicial power based upon a discriminatory principle, nor did they find evidence that it would "inhibit enforcement of any federal law or constitutional requirement."

***Hendrick Hudson District Board of Education v. Rowley,* 50 U.S.L.W. 4925 (1982).**

In its first review of the Education for All Handicapped Children Act of 1975, the U.S. Supreme Court ruled late in June that there is a limit to the services the law requires a school board to supply handicapped students.

The six-to-three decision, written by Justice William H. Rehnquist, held specifically that the Hendrick Hudson district in Peekskill, New York, did not have to supply a free sign-language interpreter to an 11-year-old deaf student.

In cases from Washington and California, the Supreme Court dealt this year with the question of how far states can go in limiting their own ability to order mandatory busing for desegregation.

The decision turned on the Act's requirement that local school boards provide a "free appropriate public education" to handicapped children. Even though the student had achieved academic success using a hearing aid and lip-reading, she understood less than half of what was said in the classroom. She argued that the Act entitled her to an interpreter so that she could reach her full potential.

The majority disagreed. In the majority opinion, Justice Rehnquist said that the intent of the act was "more to open the door of public education to handicapped children on appropriate terms than to guarantee any particular level of education once inside." A state could meet the Act's requirements, he noted, "by providing personalized instruction with sufficient support services to permit the child to benefit educationally from that instruction." He found no requirement that the service be sufficient "to maximize the potential of handicapped children 'commensurate with the opportunity provided to other children.' "

In a dissenting opinion, written by Justice Byron R. White, the minority argued that the majority had misread the legislative history of the Act, and that it was not enough merely to require that handicapped children receive "some educational benefit."

NEA filed a friend-of-the-court brief in behalf of the student.

***Board of Education, Island Trees Union Free School District No. 26 v. Pico,* 50 U.S.L.W. 4831 (1982).**

In a highly fragmented decision, the U.S. Supreme Court ruled in June that children may, under certain circumstances, challenge in federal court a school board's decision to remove books from the school library.

The decision came in a case involving the school board of the Island Trees (New York) district on Long Island. The board had removed nine books from secondary school libraries on the grounds that they were "anti-American, anti-Christian, and just plain filthy." The titles included Eldridge Cleaver's *Soul on Ice*, Kurt Vonnegut's *Slaughter-House Five*, and Desmond Morris' *The Naked Ape*, among others.

The immediate effect of the decision is to require a lower federal court to determine the board members' intent in removing the books. The High Court justices appear to agree that if the board members were merely trying to suppress vulgarity (as opposed to ideas), no constitutional question exists.

Legal experts say they can draw little guidance from the case. For example, while a majority of five justices believed that a federal trial court should hear the case, only four were convinced that the school board's decision definitely implicated students' First Amendment rights. And only three claimed (in an opinion written by Justice William J. Brennan, Jr.) that students have a "right to receive" information. This, they said, is "an inherent corollary of the rights of free speech and press. . . ."

The decision did not deal at all with related matters, such as the acquisition—as opposed to the removal—of library books or the acquisition or discontinuation of textbooks and curriculum materials by school boards.

NEA filed a friend-of-the-court brief in favor of the students.

Paying the female coach of the girls' team half the salary of the male coaches of the boys' team violated the Equal Pay Act, the Civil Rights Act, and the Constitution.

***North Haven Board of Education v. Bell,* 50 U.S.L.W. 4501 (1982).**

This past May, the Supreme Court ruled six-to-three that Title IX of the 1972 Education Amendments protects school employees as well as students. Title IX outlaws sex discrimination in education programs that receive federal financial assistance.

In upholding regulations promulgated by what was then the Department of Health, Education, and Welfare (HEW), the High Court overturned the decisions of four U.S. Courts of Appeals.

North Haven is an important win for public school employees: It gives them a powerful new weapon in the struggle against sex discrimination. The decision allows the U.S. Department of Education, a successor agency to HEW, to investigate complaints from school employees. In appropriate circumstances, the Department can cut off federal aid to institutions that discriminate.

The *North Haven* decision actually applied to cases from two Connecticut school districts, North Haven and Trumbull, which were consolidated on appeal. Both cases involved former women faculty members who alleged sex discrimination by the districts in violation of Title IX. The cases have been remanded to lower courts.

NEA had filed a friend-of-the-court brief with the Supreme Court in behalf of the teachers.

***Plyler v. Doe,* 50 U.S.L.W. 4650 (1982).**

In June, the U.S. Supreme Court struck down a Texas law denying a free public education to the children of undocumented aliens. Writing for the five-to-four majority, Justice William J. Brennan, Jr., said that the Texas law

> "imposes a lifetime hardship on a discrete class of children not accountable for their disabling status and [promotes] the creation and perpetuation of a subclass of illiterates within our boundaries, surely adding to the problems and costs of unemployment, welfare, and crime."

NEA filed a friend-of-the-court brief in support of the students.

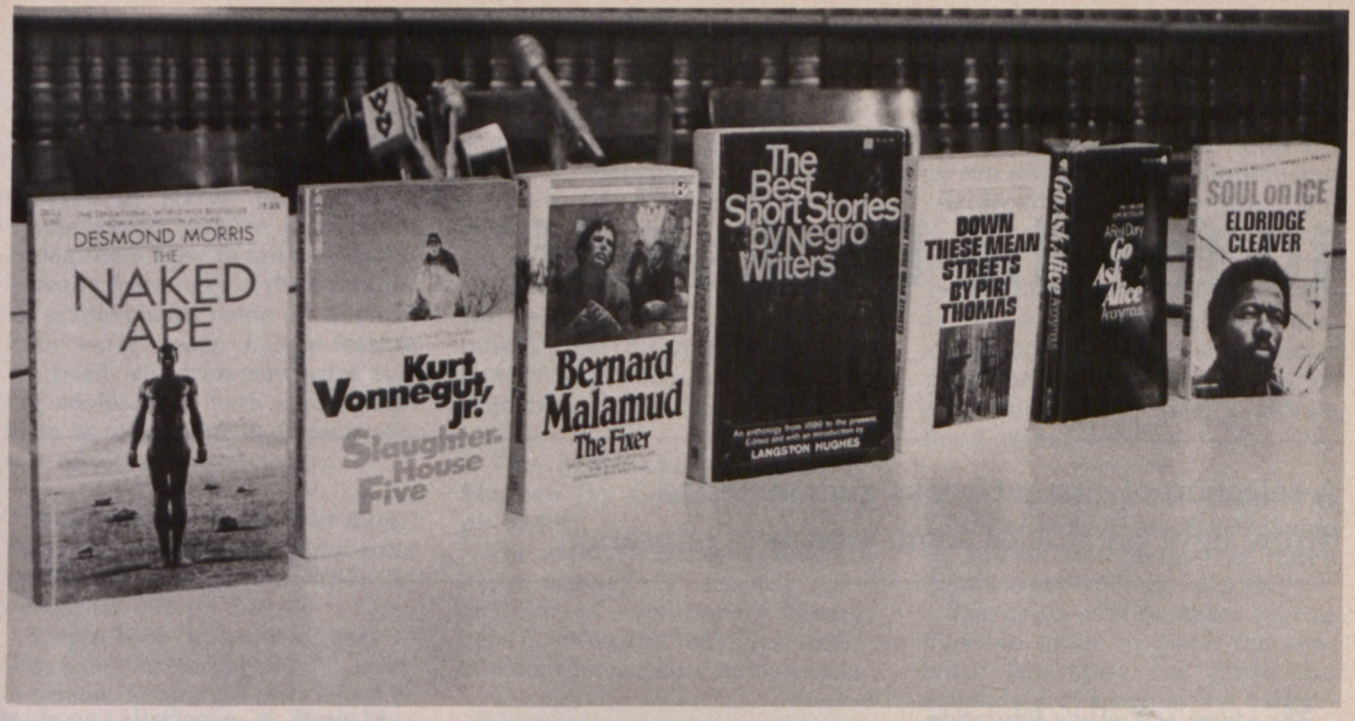
***Burkey v. Marshall County Board of Education,* 513 F. Supp. 1083 (W. Va. 1981).**

In an NEA-funded pay equity case, a federal court in West Virginia produced a landmark decision. It ruled that a school board's policy of paying the female coach of the girls' basketball team half the salary of the male coaches of the boys' basketball team violated the Equal Pay Act, Title VII of the Civil Rights Act of 1964, and the Constitution. The court also declared that the board's policy of restricting coaching positions for boys' sports to male teachers constituted illegal sex discrimination.

***Dike v. School Board of Orange County, Florida,* 650 F. 2d 783 (5th Cir. 1981).**

Perhaps the most significant and encouraging trend in teacher rights litigation is the growing judicial recognition of a teacher's right to privacy.

In what has been hailed as a landmark decision, the U.S. Fifth



These books had a home in the library, until the Island Trees (New York) school board evicted them.

Circuit Court of Appeals became the first court in the country to recognize that a woman's decision to breast-feed her child is entitled to constitutional protection.

Specifically, the court held that a school board cannot prohibit a teacher from breast-feeding her child in private on school premises during a duty-free lunch hour unless the board can demonstrate that a sufficiently important state interest justifies such a prohibition. "Breast-feeding is the most elemental form of parental care," the court emphasized. "It is a communion between mother and child that, like marriage, is 'intimate to the degree of being sacred.' "

The NEA's Kate Frank/DuShane Unified Legal Services Program funded the Dike case.

***McLean v. Arkansas Board of Education,* 529 F. Supp. 1255 (E.D. Ark. 1982).**

Action by so-called creation scientists may be further evidence of the rising expectations Ronald Reagan's election has generated among leaders of the Religious Right. In several states, right-wing groups seek legislation requiring the teaching of the biblical theory of creation in public school science courses that also teach the theory of evolution.

In the first test case of a state law mandating equal time for creation science, a federal court struck down an Arkansas statute, declaring—

> "[Since] creation science has no scientific merit or educational value . . . the conclusion is unescapable that the *only* real effect of [the statute] is the advancement of religion."

***Lake Park Education Association v. Board of Education of Lake Park High School District No. 108* (Unreported).**

Officials of the Lake Park High School District in Illinois apparently were not pleased when teachers decided to reestablish the Lake Park Education Association and to affiliate it with the Illinois Education Association and NEA. So they launched a campaign to dissuade teachers from joining. Their anti-organizing tactics included the following:

- Requiring teachers to resign from the Association if they wished to be considered for coordinator posts
- Prohibiting teachers from discussing Association business except during their lunch hour
- Denying the use of school facilities for Association meetings
- Depriving Association leaders of the opportunity for paid extra duty
- Threatening teachers with layoffs and increased teaching loads.

Reviewing the District's behavior, a federal court in Illinois ruled last year that various District officials had

> "embarked on a course of conduct intended to discourage and inhibit teachers from exercising their constitutional rights of freedom of association and speech."

The court awarded the Lake Park Education Association $45,000 in damages for civil rights violations, plus $25,000 in attorneys' fees. It told school officials to remove from teachers' files any derogatory comments relating to their union activities. It also permanently enjoined the officials from interfering with or discouraging teachers in their use of the constitutional rights of speech and association. □

10 for the Bookshelf

A selection of current books guaranteed to throw light on at least some aspects of education

The editors of Today's Education *are not likely to go out on a limb and claim that the following 10 books on education, children, or youth are the 10 best that* Today's Education *reviewed or received during the past school year. We will, however, go so far as to say that the oft-invoked extraterrestrial visitor could learn something useful about schools and children in the United States from any one of them. Which means that anyone else probably could, too.*

Beyond the Ivory Tower: Social Responsibilities of the Modern University by **Derek Bok.** Harvard University Press. 309 pp. $15.95.

Especially since the 1960's, political activists have asked universities to make routine decisions in such a way as to achieve desirable social goals—to boycott certain foods, for example, in order to bring pressure on manufacturers to change their marketing or personnel practices in the Third World.

In *Beyond the Ivory Tower,* Harvard president Derek Bok asserts that three basic principles—academic freedom, autonomy vis-à-vis government, and institutional neutrality—set limits on how far the modern research university can go in complying with such requests.

Don't Blame the Kids: The Trouble with America's Public Schools by **Gene I. Maeroff.** McGraw-Hill. 260 pp. $14.95.

In this book Maeroff, education writer for the *New York Times,* explores the problems besetting public education today with the hope of finding new approaches to solutions. He addresses society's increasing expectations of the schools, declining achievement in some schools, and difficulties in getting top-notch teachers and in financing education, among other problems.

Maeroff is especially good at showing how the citizenry—with its demands that schools serve nonpedagogical purposes—have asked teachers to become "nurses, counselors, priests, and rabbis."

Fast Times at Ridgemont High by **Cameron Crowe.** Simon and Schuster. 252 pp. $14.95; paperback, $5.95.

Though this book has *movie rights* written all over it, and though it raises ethical questions about adolescent-looking adults (such as author Crowe) going undercover to write books about high school life, still it is worth reading. *Fast Times* describes a whole new class of young people.

These are the teenagers (here in Southern California habitat) who, because their families are well-off, get to keep the money they earn working in fast-food joints. Consequently, they have both the discretionary income and the freedom from parental supervision necessary to adopt a life-style once thought appropriate only for the Hollywood crowd. Of course, Crowe exaggerates to make a good story (or movie), but still there's something to what he says.

The Hurried Child: Growing Up Too Fast Too Soon by **David Elkind.** Addison-Wesley. 200 pp.

$11.95; paperback, $6.95.

What do rock music, single parenthood, standardized tests, and tennis camps all have in common? They can—but don't have to—be sources of stress for children whom adults require to undergo experiences they're not emotionally ready for. Angry at the demands for achievement made on them in their early years, failure-fearing "hurried" children may erupt during adolescence with such symptoms as school burnout, drug taking, or self-destructiveness.

Just Schools: The Idea of Racial Equality in American Education by **David L. Kirp.** University of California. 375 pp. $19.95.

Kirp's book traces and tries to untangle the complicated history of school desegregation—whether court-ordered or voluntary. He looks at the national picture and, more specifically, at five northern California communities, including San Francisco and Oakland.

Kirp is pleased to report that the major change since the early 1960's is that the voices of Blacks are now heard in the formulation of school policy almost everywhere. At the same time, he thinks, the nation must find ways both to guarantee a minimum level of integration and to allow some local variation in the details of process and structure. Otherwise the United States will end up with a two-track, urban/suburban, Black/White school system. This will be not all that different from the racially divided two-track systems that existed in "integrated" Northern schools 30 years ago.

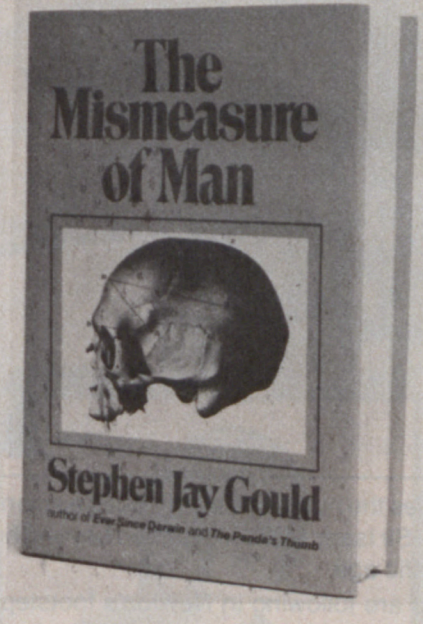
Managers of Virtue: Public School Leadership in America, 1820-1980 by **David Tyack** and **Elisabeth Hansot.** Basic Books. 312 pp. $17.95.

The best thing about *Managers of Virtue* is that unlike so many recent histories of public schooling, it does not charge schools with being instruments by which an elite keeps ordinary people down. In fact, the authors believe it is this kind of thinking that helped bring about the current disagreements over the purposes of public education.

In contrast, this book gives positive accounts of the careers of selected "managers of public virtue"—in the nineteenth century, mainly "volunteer" reformers; in the twentieth, primarily school superintendents. Some, like Catherine Beecher, have famous names; others, like Detroit superintendent Frank Cody, will be fresh acquaintances for most readers.

The Mismeasure of Man by **Stephen Jay Gould.** Norton. 352 pp. $14.95.

The author, a Harvard paleontologist famous as defender and modifier of evolutionary theory, here takes on the biological determinists who measure human intelligence. These practitioners—of craniometry (the measurement of skulls) in the nineteenth century and of intelligence testing in the twentieth—have, he thinks, let social prejudices affect their practice of science. The result has been to provide justification for considering certain groups—races, sexes, classes—to be innately inferior.



On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism by **David Riesman.** Jossey-Bass. 421 pp. $17.95.

In this volume David Riesman, sociologist and longtime student of higher education, describes the evolution of the relationship between the U.S. college student and the faculty in this century. Students have moved from an early position of subordination to one today of near rivalry. Unfortunately (and for a variety of reasons), as education has become a consumer good and college students sought-after purchasers, faculty morale has declined.

On Learning To Read: The Child's Fascination with Meaning by **Bruno Bettelheim** and **Karen Zelan.** Knopf. 306 pp. $13.95.

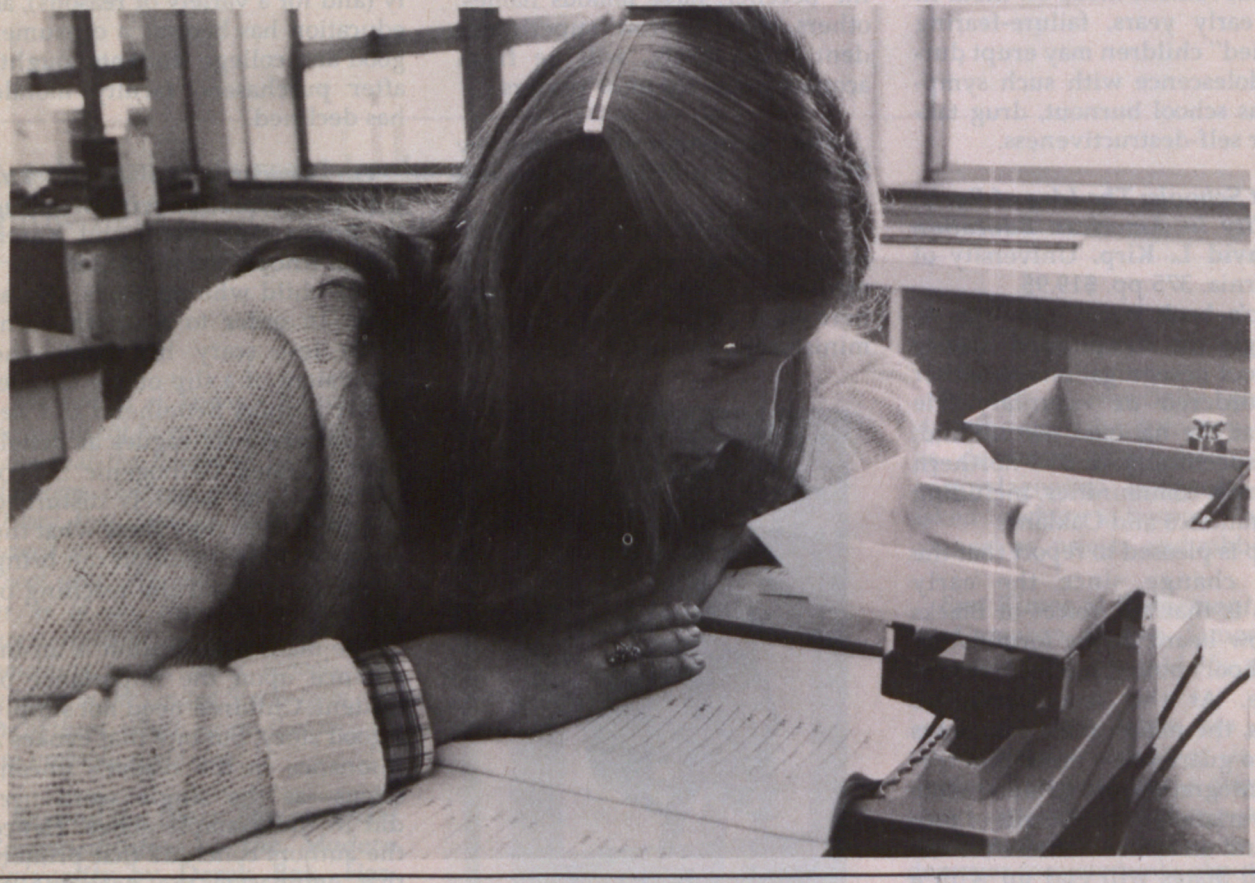
The child who misreads *tiger* as *tigger* in order to make the sentence less scary has made the equivalent of a slip of the tongue. So say authors Bettelheim and Zelan, formerly colleagues at Bettelheim's famed Orthogenic School in Chicago for severely disturbed children. Here they show what the psychoanalytic tradition can bring to the theory and the teaching of reading.

The main contribution is an insistence upon the importance of content. Children need not simply a good story, but one that evokes a resonance in the reader's unconscious—as the single word *tiger* did in the example above. Hence the authors conclude that primers that emphasize the decoding of words in a deliberately limited vocabulary interfere with children's ability to learn that reading is intrinsically interesting.

Schools on Trial: An Inside Account of the Boston Desegregation Case by **Robert A. Dentler** and **Marvin B. Scott.** Abt Books. 244 pp. $25.

In 1974, federal judge W. Arthur Garrity found that the Boston public schools were unconstitutionally segregated. A year later, he presented a desegregation plan for Boston and appointed the authors, university-based experts on desegregation, as "agents of the court" to supervise the implementation of the plan. This book tells of their experience. □

IS THE DAUGHTER OF ISAAC NEWTON SITTING IN YOUR CLASSROOM?



Every few centuries the human race produces a scientist of genius. In the early 1700s Sir Isaac Newton stepped beyond his time to lead us into the scientific age.

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32 Why You Endure What You Endure

34 When To Teach What To Whom

38 Tips on Teaching Reading

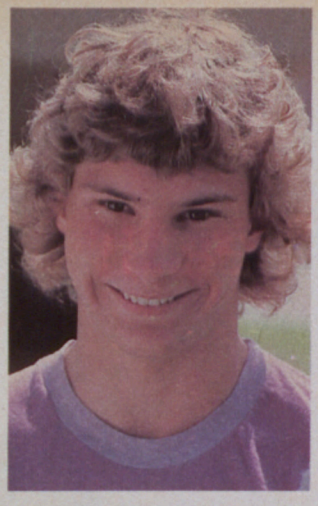
40 Tips on Teaching Writing

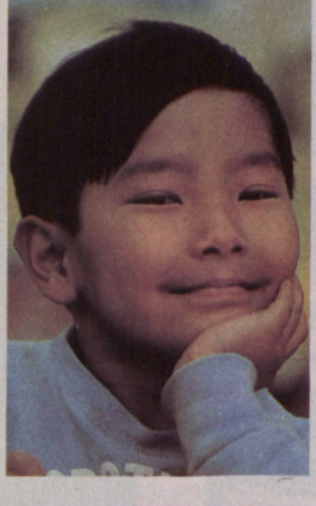
42 Tips on Teaching Math

44 Tips on Discipline

46 Tips on Dealing with Parents

Why You Endure What You Endure



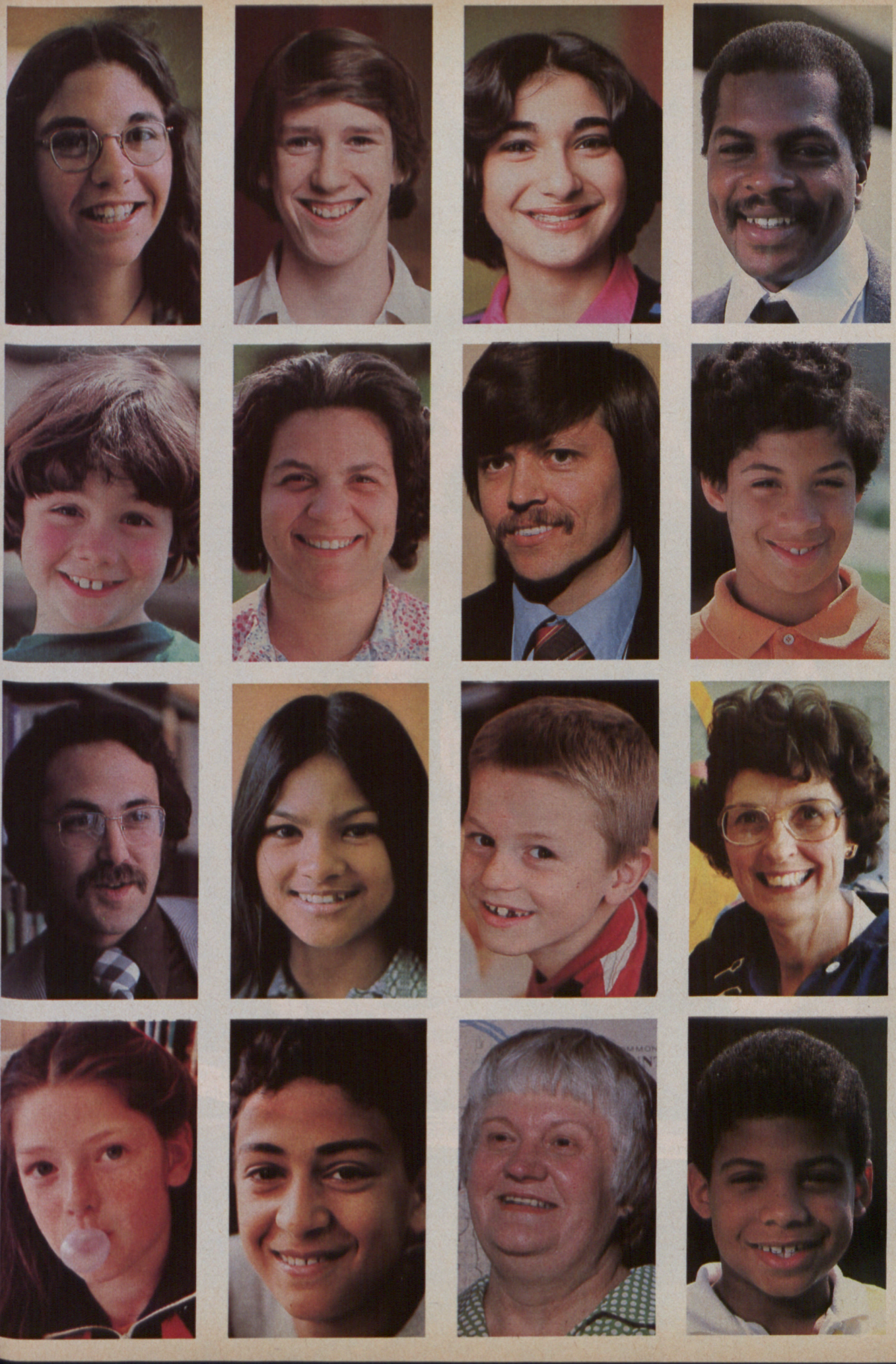


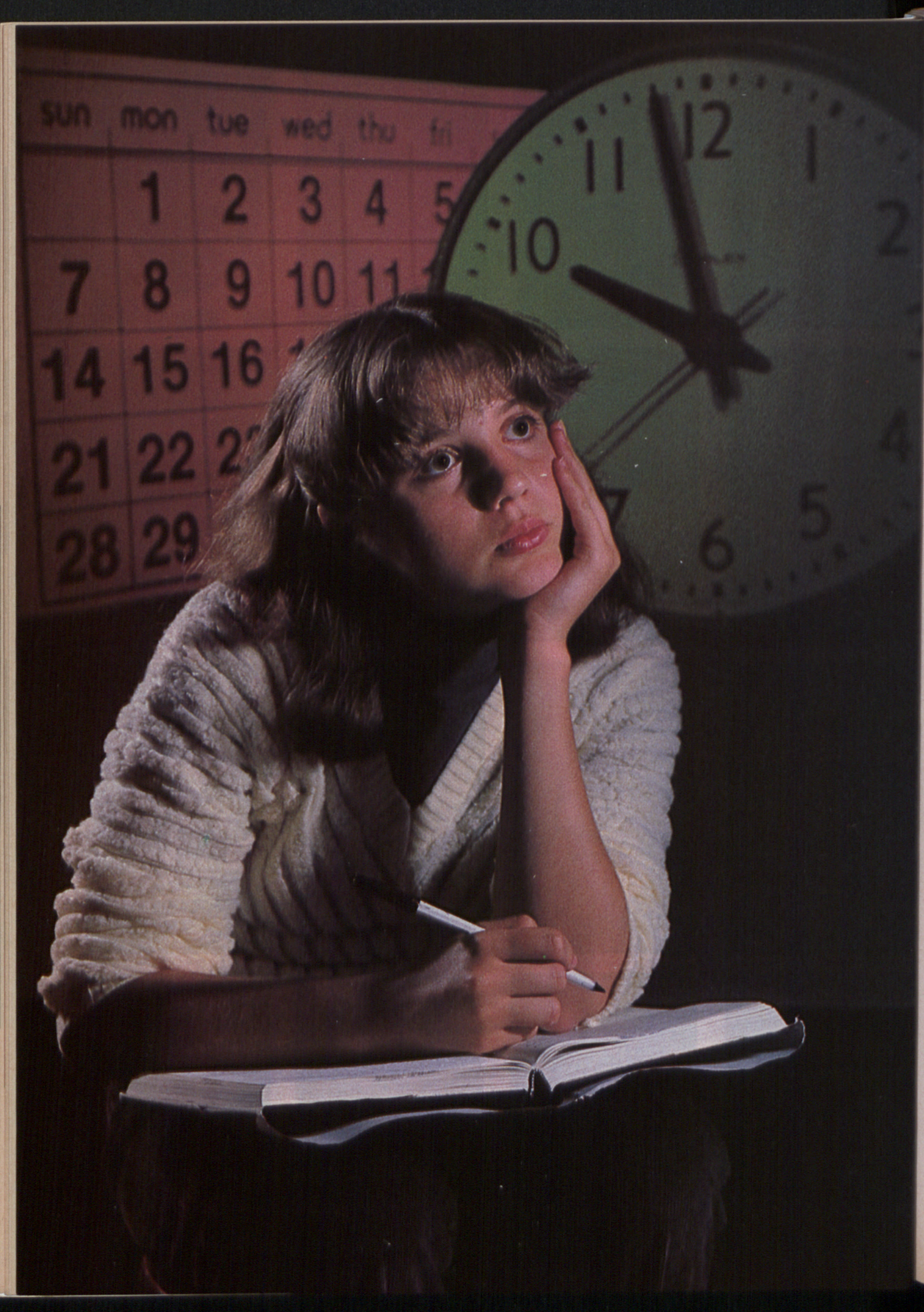
The smiles won't be there for the entire year.

For students, there will be days of disappointment—bruised feelings, broken friendships, the teacher's ire, the lost ball game, the homework, the agony of discovering that the long and complicated math problem would have been just right if only six plus five equaled 12.

For teachers, there will be days that won't end—the ones that start when you leave today's test in the glove compartment and then lock your keys in the car and end when, bleary-eyed and sagging with fatigue, reason confirms what your emotions knew all along: The administrative forms that you've been slaving over for six hours have not even a remote relation to children or teaching—or life.

Yes, the smiles fade. Then return. Because there is, as balm for everyday wounds, the underlying fact, the decisive fact: There's learning going on here—and teaching. In fact, sometimes there's teaching by the learners and learning by the teachers. You're all in this together. And what you're in is frustrating, infuriating, anxiety-provoking, and warm and caring and, above all, human. They call it *education*. The word doesn't begin to convey what it's all about. Smiles do. Smile. □

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When To Teach What To Whom

R. CURTIS GRAEBER

How an understanding of biological clocks can help you and your students work better, day in, day out.

The alarm cries out mercilessly. Your half-awake body rises out of bed. It's 6 o'clock Monday morning, and the students arrive at 8. You have to keep moving if you're going to beat them to the classroom.

Hurriedly showering and dressing, you wish it were Saturday again. You could sleep until 9 o'clock. You could look forward to an evening with that recent best-seller—maybe until one in the morning.

But it isn't Saturday, it's Monday—and by the time you reach the kitchen, it's 6:45. You need a cup of coffee, and maybe some toast or juice, but no more. You never did like to eat breakfast.

By the time you pack a modest lunch and start the car, it's 7:20. You make it to the parking lot just before the first school bus arrives. You've done it again.

Another hectic Monday morning—and the other weekday mornings are no better. It doesn't help to have Ms. Carlin just down the hall. How does she do it? Always there before you, cheerful and organized despite the hour, familiar with the intimate details of the morning's newspaper. You've tried to wake up earlier yourself, but somehow it never seems to work out for more than a day or two.

We are all captives of our internal biological clocks. Some of us are fortunate enough to have work schedules which match our body rhythms; others must constantly battle to cope with a mismatch.

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The daily rhythms that govern our physiology and behavior are known as *circadian rhythms*, from the Latin *circa dies*, meaning *around a day*. Just about every bodily function exhibits a circadian rhythm: Its activity reaches a peak at about the same time each day, and at another regular time, it declines to a daily low.

Body temperature is a good example. Although most people consider a temperature of 41.6°C (98.6°F) to be normal, healthy individuals typically exhibit a stable circadian rhythm that may vary up to 1.5°C (2.5°F) throughout the day-night cycle. One person's normal temperature may dip as low as 40.0°C (96.0°F) in the early morning hours; another's may rise as high as 42.2°C (99.5°F) during the early evening.

Concentrations in the blood of some hormones, such as those produced by the adrenal gland, increase up to tenfold at certain times during the day. Circadian rhythms also strongly affect the concentrations of the various chemical messengers that underlie our cognitive thought processes.

When volunteer subjects are placed in isolation facilities completely devoid of external time cues such as light and sound, their circadian rhythms persist for the length of their stay, be it days, weeks, or months. Chronobiologists therefore believe that some type of internal clock, or clocks, possibly residing at the base of the brain, control these rhythms.

These biological rhythms are

unrelated to the popular, mass-marketed concept of *biorhythms*. Scientifically verifiable and repeatable measurements of body function and behavior demonstrate circadian rhythms. The theory of biorhythms, in contrast, claims that what happens to a person physically and psychologically each day depends greatly on the relationships among three allegedly universal rhythms which begin at birth and are invariant thereafter. This theory rests upon unsupported speculations, which so far have failed every scientifically valid examination.

Some students usually appear fresh and ready for work during the morning hours, while others appear to become more enthusiastic and alert as the day progresses.

The impact of circadian rhythms in the classroom is not limited to your own ups and downs. Students, too, vary in their levels of alertness at different times of the day. Some students usually appear fresh and ready for work during the morning hours, while others appear to become more enthusiastic and alert as the day progresses.

Such individual differences should not be surprising. Numerous studies have shown that some of us are destined to be more content as "morning larks" while others prefer to live as "night owls." The great difficulty most people experience in attempting to shift these sleep-wake habits suggests that such patterns are determined either genetically or through experiences early in life (such as the activity of our mothers while we are still in the womb).

Academic schedules can rarely cater to such individual differences. Most teachers, however, notice when a student appears overtired in the morning. When this happens, many will suggest to the parents that the child gets too little sleep and should go to bed earlier. This solution works for some students. For others, however, an earlier bedtime will not result in an earlier sleeptime. Their body clock is set differently and doesn't "wind down" until a certain point in the evening.

Realizing this, a teacher might decide to tailor such students workload to better fit their natural daily rhythm. For instance, testing may provide a more accurate estimate of a particular student's learning if it takes place late in the morning, when that student is more likely to be fully alert than at the beginning of the day.

Just as our degree of alertness changes throughout the day, so too do our capacities to do particular kinds of mental work. At certain times of the day, a student's ability to process and store new information reaches a peak. At other times, the ability to reason and concentrate are at their best. These rhythms are roughly the same for everyone, although individual variations may peak slightly earlier or later than the average. Because they affect learning, these circadian factors should interest anyone who wants to teach well.

Indeed, as early as the turn of the century, educational psychologists conducted studies on variations through the day in schoolchildren's "mental efficiency." These initial studies revealed that sensory-motor performance was best in the afternoon.

Consistent evidence regarding the most efficient time for complicated mental work was, however, scant. The one exception was students' ability to perform mathematical calculations. Researchers consistently found that performance was lowest at 8 a.m. and gradually rose to a peak in late morning or at noon.

Thus, in 1916, A. I. Gates wrote (in the *University of California Publications in Psychology*) that "in general the forenoon is the best time for strictly mental work—while the afternoon may best be taken up with subjects in which the motor factors are predominant."

These early findings formed the basis of curriculum scheduling which persisted for many decades. Two new factors, however, suggest that a better scheduling strategy might be possible. One factor is our recent new learning about circadian rhythms. This factor is straightforward, derived from psychologists' studies of cognitive processes.

The second factor involves possible changes that the development of computers might cause in schools and society. Any discussion of these must be more speculative, based on current trends in classroom and workplace.

I will discuss both factors here. Experienced teachers, however, can best judge how to use research on rhythms for the benefit of their students.

Perhaps the most relevant recent research findings are those related to circadian rhythms in memory. Simon Folkard and his colleagues (at the Medical Research Council's Laboratory for Perceptual and Cognitive Performance in Sussex, England) have performed most of this work. They report (in the *British Journal of Psychology*, 1977, with a note by Folkard in 1980) that the quality of recall from memory depends on three factors: the type of subject matter, the time of day at which it was presented, and the amount of time that has elapsed since.

When the subject matter is in verbal form, children retain, after several days, more information from material they have received in the afternoon than from material they have received in the morning. In one study, for instance, Fol-

kard's group played a 12-minute tape recording of a new story to six groups of 12- to 13-year-old schoolchildren matched for reading comprehension. Three groups heard the story at 9 a.m., and the other three heard it at 3 p.m.

All the groups took a multiple-choice test immediately after hearing the story or else seven days later at either 9 a.m. or 3 p.m. Those who heard the 9 a.m. presentation scored better than the other groups on tests they took immediately, but worse on retention tests they took seven days later, regardless of the hour of testing. This and other experiments indicate that the time of learning, more than the time of testing, determines how much students remember.

Subsequent research suggests that these time-of-day effects come from qualitative differences in the way people encode, store, and retrieve information at different times. In the morning, students are more apt to rely on rote memorization. In the afternoon and evening, they are more likely to rely on analysis—to process and store incoming information on the basis of its meaning. This latter type of processing allows them to integrate new information with previously stored information, thus reinforcing the new memories.

A test item reanalysis of the "story" results bore out this theoretical interpretation. The superior immediate memory of the 9 a.m. group derived from better scores on the items least important to understanding the story. The group had forgotten most of these items seven days later.

The 3 p.m. groups, however, remembered the important items almost as well a week later as they did immediately after the reading. In fact, they remembered all items, regardless of importance, better than did their 9 a.m. counterparts. Taken together, these findings suggest that, if possible, most subjects in the humanities, particularly history and literature, should be taught in the afternoon to increase the probability that students will remember the content for more than a day or two.

Conversely, those subjects whose mastery depends largely on immediate memory or rote learning should be taught in the morning. Mathematics, particularly at the elementary level, is a good example. Early studies found that children's calculation speed is fastest just before noon. More recent studies have revealed that the number of facts and figures a student must keep in memory to work a problem affects the best time to do the problem. As the working memory load is increased, the peak calculation speed and accuracy—and therefore the least frustration—occur earlier in the morning.

Similar findings apply to logical reasoning that involves grammatical transformations and syllogisms. This discovery suggests that morning is the best time to teach subjects (such as physics and chemistry) which require the student to maintain and manipulate previously learned concepts and facts in order to understand a new concept.

Recent discoveries about circadian rhythms would suggest, then, that in the morning students do best with subjects that require the memorization of facts or the concentrated use of previously memorized factors—science and math, for example. In the afternoon, they do best with subjects requiring integration of verbal materials, such as the humanities.

The second new factor—the increasing importance of computers in our society and the rapid coming of age of a "digital generation"—raises some interesting possibilities regarding when to teach what to whom. First, of course, the findings related to immediate and working memory strongly suggest that programming skills and computer literacy—subjects rapidly becoming obligatory—should, if possible, be taught in the morning.

More important, however, is the flexibility that classroom computers may provide in allowing students to work on subject matter at a time when they are best able to learn it. In the next decade or two, classrooms may be equipped with enough computer terminals so teachers can tailor individual courses of computer-assisted study to students' particular needs. One of these needs should surely be the rhythmic structure of each student's cognitive abilities.

Whether computers are available or not, however, daily variations in alertness and mental abilities—of both teachers and students—can make teaching and learning easier and more effective. Just schedule the day with circadian rhythms in mind.

Recent research suggests that time-of-day effects come from qualitative differences in the way people encode, store, and retrieve information at different times of day.

Dr. Graeber is a research psychologist in the Man-Vehicle Systems Research Division at The National Aeronautics and Space Administration's Ames Research Center, Moffett Field, California.

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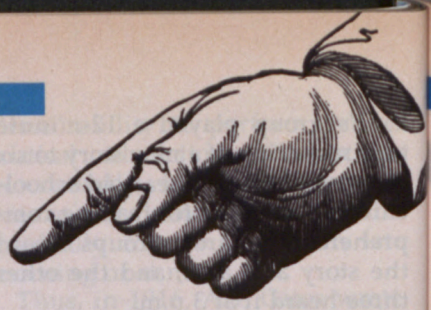
Tips on Teaching Reading



Stuck. Once in a while, however competent you are, you simply get stuck. The situation is just too much for your ingenuity: The class won't settle down, you don't know what's the matter with Mike, reading bores everybody, or you haven't gotten anywhere with Kelly's mother and apparently never will. It's not the end of the world, but it nags away at you, day after day.

Or maybe you don't have a specific problem—but you feel like stretching a little, trying something new.

In either case, something in the following section may help. The editors of Today's Education *have collected ideas on reading, writing, math, discipline, and dealing with parents that we've published in the past few years. One of these suggestions may be just right for your situation—or one that doesn't fit at all may get your imagination going again.*

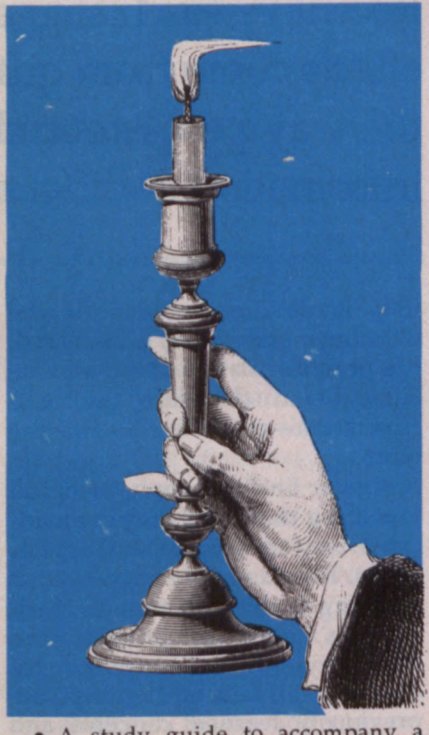
Let Them Know What They're Learning

To prepare students to learn new concepts, teachers must first select passages from the text and outside readings with which to present them.

The next task is to decide just how to organize readings, discussion, and other activities so that students will learn as much as possible.

To motivate students and provide them with a background for new information, teachers may find these techniques useful:

- When small groups of students list what they know about the subject at the beginning of a unit, any misconceptions and immature concepts will show teachers what information they need to emphasize.
- Audiovisual aids can help establish background information about a new topic, relate what is known to what is to come, and motivate students to want to learn more.
- Vocabulary games encourage learners to understand important definitions and concepts.
- An outline accompanying a lecture or a chapter in the text can identify and organize the important information for students.
- Statements or questions students get before they read a selection can alert them to what to look for and help them relate new informaton to what they already know.
- A diagram or picture can introduce or review the interrelationships of important concepts.



- A study guide to accompany a chapter or unit requires learners to use the new information in answering questions.

Adapted from an article by **Bess Osburn** *that appeared in the March-April 1977 issue of* Today's Education. *Ms. Osburn, formerly Title I coordinator, Fairfax County (Virginia) Public Schools, is now elementary education coordinator, School of Education and Applied Science, Sam Houston State University, Huntsville, Texas.*

Transform Text into Pictures

Whether we like it or not, as English teachers we are competing with television. Getting today's students to read thus requires us to help them acquire the skill of creating their own mental pictures. What can we do to help the high school reader see?

- *Set the scene with pictures.* Start a collection of pictures that relate to books you plan to teach. Magazines, art books, or personal photograph collections are sources.

Bring books to life by showing pictures before the reading starts. A snowy New England village, for example, sets the scene for *Ethan Frome.*

Display the picture, discuss it, pass it around. Get students to give their impressions of it: How would it feel to be snowed in in this little village?

- *Pique curiosity with objects.* Show students a candle in a holder that Zeena Frome might have carried through the darkened old farmhouse.

Give extra credit for models—maybe a 1920's limousine that might have appeared in *The Great Gatsby.* Then store them away for use in future years.

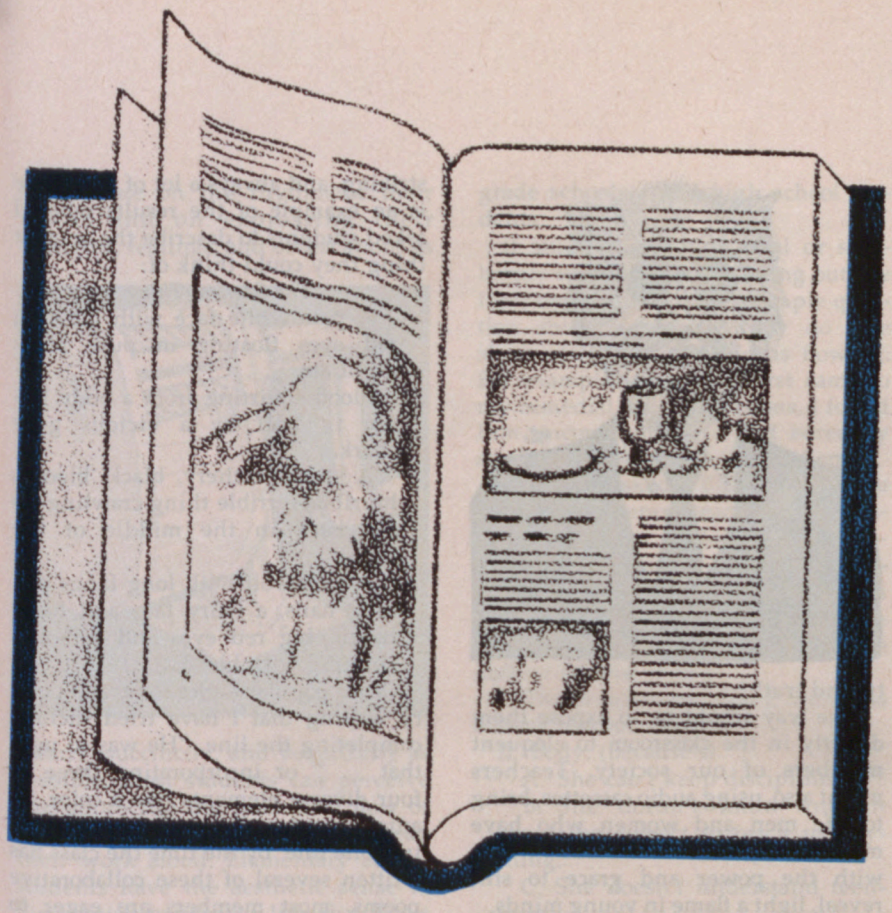
- *Role play the situation.* In *Silas Marner,* for example, role playing can help students overcome the Victorian prose and relate to the story.

For instance, play this situation: A son is waiting at the breakfast table for Dad to come downstairs. He has wrecked the family car the night before and must now confess.

Let the students have fun with the situation, but caution them against roughhousing and encourage them to verbalize. Then ask them to turn to the chapter in *Silas Marner* called "The Squire Loses His Temper," in which Godfrey Cass must confess that Wildfire, the best horse in the stable, has been killed through his negligence.

- *Show them the characters.* If a passage says, "He tapped his fingertips together thoughtfully," don't assume that students see it. Make a steeple of your fingertips, muse with your eyes. A "furrowed brow" or a "slack jaw" may be something they cannot see without your help.
- *Let them hear the sounds.* Choose an exchange that calls for voice inflection, facial expression, or dialect. Then read it for them, emphasizing the importance of punctuation marks, while they follow along in their books.

If some students in the class enjoy dramatic reading and do it well, have them make a script from the text and read it to their classmates, making sure that everyone has a copy. Help them



with voice inflection by explaining the more difficult adverbs like *incredulously* or *haltingly*.

• *Relate their experience to the literature.* Start a class with a discussion that relates to the story to come—before the students know the assignment. A simple question can get them going. "Has anyone ever had a dog that was a real character?" Encourage as much sharing as you can get, then ask them to read James Thurber's "Snapshot of a Dog." Without realizing it, they will begin to read for comparison, making plenty of vivid pictures.

Adapted from an article by **Marilyn Duff** *that appeared in the April-May 1977 issue of* Today's Education. *Ms. Duff, formerly an English teacher, Troy High School, Fullerton, California, is now an English teacher at Sonora High School in the same district.*

Make the Meaning Meaningful

We can help students read for meaning. Here are a few methods I've found useful.

• Have students predict the outcome of a story. Tell them you are going to read them a story in sections and you want them to listen carefully so they can answer questions about it. Choose a story that is short, and don't interrupt it too many times.

Read several paragraphs, then stop. Ask the students to predict what will happen next. Accept all suggestions. Then ask students what they heard that caused their predictions. Again, accept all answers.

Continue reading the story, stopping a few more times. When you finish, ask students to compare the actual end of the story to their predictions. Suggest clues the author gave that could have been helpful in making predictions.

• Ask a student to retell a story you've read this way. Let students who remember the story differently give their versions. Have students discuss why they remember differently.

• Ask a student to read a story onto a tape and then play back the tape for you. If a word or phrase on the tape doesn't make sense, stop the tape and ask the child what it means.

Focus on the meaning of words rather than on their pronunciation. Recommend that when a child comes to an unfamiliar word, he or she continue reading and try to construct meaning from the context. If this fails, have the child look elsewhere—to the dictionary, a friend, the teacher—for the meaning.

• Have students fill in missing words in a story. Select a passage of about 250 words, leaving the first and last sentences of the selection intact. Delete a word in the second sentence and every fifth or seventh word thereafter. Type the story, leaving blanks of equal length for the omitted words.

Give students copies of the typed selection and ask them to read it first and then go back and fill in each blank with one word that will make sense in the story.

After the students have completed the assignment, discuss their answers. Emphasize that several words may make sense in any one blank. Stress that what they have been doing is what they should be doing when they read anything—making sense of what the words say.

Adapted from an article by **Judith Enz** *that appeared in the November-December 1979 issue of* Today's Education. *Dr. Enz, formerly a language arts teacher, Kino Learning Center, Tucson, Arizona, is director, Non-Credit Programs, Division of Continuing Education, University of Arizona, Tucson.*

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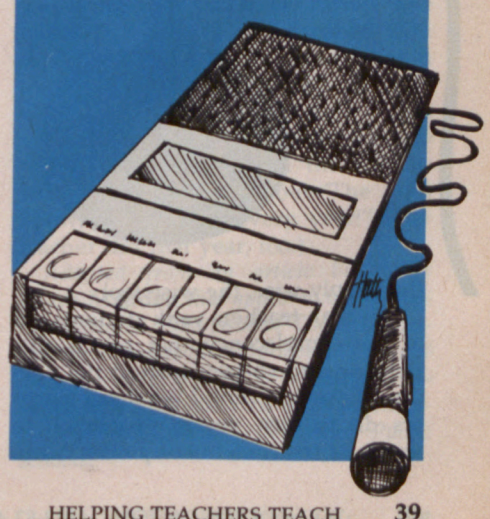


Tips on Teaching Writing

Expose Them to Eloquence

Communication is the use of language toward its fullest and highest potential. We are steadily killing it. We have communications, but not communication. Ours is perhaps the richest language in the world, and yet we impoverish it—through laziness, ignorance, and contempt.

"Like, man, y'know, like this dude was walkin' down the street, y'know, like I said. . . ." This isn't language. It's a substitute for thought, it's like well, y'know. It's an abomination.

It is also, alas, one of the less admirable contributions of the younger generation. And before the young brand me as an ancient elitist living in the musty past, let me say that real street talk—vibrant and alive—has enriched the language of every age. Shakespeare used it copiously. The great Irish poets and playwrights couldn't write without the glorious lilt of barflies and sweepers and street bums. We wouldn't have any literature without the verbal seasoning of different races and origins and the contributions of what we used to call "the common man"—the unlettered person,

the simply wise, the wise fool.

How can teachers yank students out of the complacency that rejects this richness and chooses instead the poverty of verbal grunts? What can teachers do to turn young people on to words as instruments of power, beauty, and truth?

One way would be to expose them directly in the classroom to eloquent members of our society. Teachers might also, using audio cassettes, bring to life men and women who have made history with their words—words with the power and grace to stir, reveal, light a flame in young minds.

After such exposure, each student could write a paragraph for an imaginary audience, deliver it aloud, and invite reactions from both peers and teachers. Debate on a burning issue might also stretch verbal muscles into meaning and eloquence.

Let there be punishment, too: a demerit for every "y'know, like, like I said" slipping from lazy minds and mouths.

Tough going? Surely. But worth a try. Like the goal deserves it, y'know.

Adapted from an article by **Marya Mannes** *that appeared in the March-April 1974 issue of* Today's Education. *Ms. Mannes is an author and journalist.*

Incite Poetic Instincts

To interest my students in poetry writing, I usually start with an enjoyable, nonthreatening activity Kenneth Koch suggests in his book *Wishes, Lies, and Dreams* (a must for anyone interested in teaching poetry). I have my class write group poems. Everyone in the class, myself included, writes one line on a topic that one of the students has suggested. I collect the papers and read the lines as a single work. The results are often amusing, sometimes striking, and always a lot of fun. Here is an example of the results when I asked students to describe the scariest thing they could think of.

The Scariest Thing

A pale white face with glowing red eyes floating in pure black night air. . . .

Blood squirting from a body bitten in half by a vicious gray shark. . . .

A slimy, slithery, black, bloody, horrible, terrible thing crawling up my back in the middle of the night. . . .

A werewolf with long fangs and long nails, a hairy face and hairy hands, big red eyes and a mouth running with blood. . . .

Other popular topics for group poetry writing that I have tried include completing the line, "He was so ugly that . . ." or incorporating three or four diverse elements like a color, an animal, and a piece of furniture all into one line. By the time the class has written several of these collaborative poems, most members are eager to write one on their own.

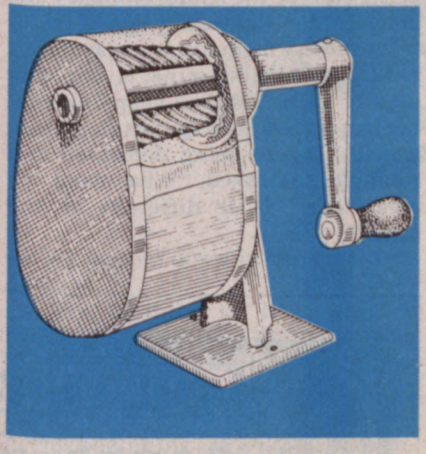
When students begin writing individual poems, I always establish a

ground rule I also have adopted from Kenneth Koch. Their poems may not rhyme.

This is a difficult rule for students to accept at first. Rhyme seems to many of them to be the essence of poetry. I explain that writing rhyming poetry makes them focus on the rhyme rather than on meaning.

In place of rhyme, I ask students to

concentrate on the rhythm of their words and on expressing their thoughts, feelings, and observations as



clearly, succinctly, and beautifully as possible. Most students can perceive and appreciate the pulse and flow of language, especially when they read their work aloud. Elementary school students have the aesthetic sense to distinguish between a line that flows smoothly and sounds right and one that is too long, too short, or too choppy. When students are revising their work, I often ask them to read a line aloud to help them identify one that is poorly constructed.

The thoughts in a child's poem should certainly be his or her own. Nevertheless, once the child has written the poem, it is the teacher's responsibility to point out grammatical errors, spelling and punctuation mistakes, clumsy phrasing, trite expressions, and rhythmic problems. Revision should be a joint effort. And children should learn that revision (followed by more revision) is not a sign of failure but of respect for and appreciation of our fragile language.

Adapted from an article by **Paul Fleisher** *that appeared in the February-March 1980 General Edition of* Today's Education. *Mr. Fleisher is a teacher, Special Program for Academic and Creative Excellence, Richmond (Virginia) Public Schools.*

Invite Their *Because's*

I developed the why-and-because outline to guide the writing of my college students. It is equally useful for grade schoolers and high school students.

If students are nonverbal or stubbornly indifferent to anything outside their own little worlds, a simple question about something they do care about often gets their ideas flowing. For example, when Bill first came to my remedial writing sessions, I found him uncommunicative and bored by any subject I suggested for a theme.

Finally, I asked, "Bill, how do you like your science teacher?" He answered with an explosive outburst—"That Miss Unsuited is a lousy teacher!" So I asked him, "Why?" And his "because's" became the topic sentences for his theme. Following is the outline for that theme.

I. Thesis sentence: Miss Unsuited is a lousy teacher. (Why?)

II. Body: (Because's)

A. She can't keep discipline.

B. She doesn't know enough about the subject to teach us anything.

C. She doesn't understand teenagers.

III. Conclusion: Because Miss Unsuited lets the kids get away with anything, doesn't know her subject, and acts like she hates kids, she's a lousy teacher.

Had he used anecdotes, quotations, facts, and statistics, Bill could have almost effortlessly expanded this simple outline into a five-paragraph theme. Like many students, Bill needed only a question that touched strong feelings, a *why* that invited him to explore those feelings, and encouragement to strengthen his *because's*.

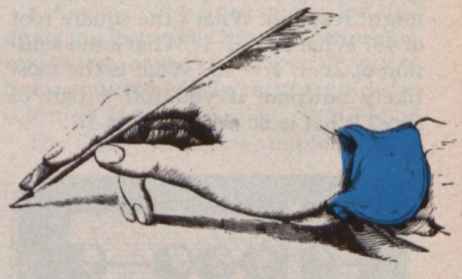
Adapted from an article by **Vivian Buchan** *that appeared in the September-October 1979 issue of* Today's Education. *Ms. Buchan is a free-lance writer and former writing teacher.*

Insist upon Quantity

Starting and maintaining a writing program is much simpler than many teachers think. A few basic rules can ensure a successful program.

1. Assign writing every day. Your students' initial moans and groans will soon subside.

2. Set minimum targets on quantity of writing. A realistic set of guidelines is 50 words per day for first graders, 100 words per day for second graders, 200 words per day for third and fourth graders, and 300 words per day for fifth graders and up. Once the children get the hang of writing, these represent about 20 minutes of work



each day for most of them.

3. Never attempt to read everything the children write. Instead, have students correct and help each other.

4. Reinforce quantity before you reinforce quality. Don't devote a lot of attention to children's errors and problems until you get them producing the quantity of work you have requested.

5. Reinforce quality one step at a time. Work on a few errors at a time and temporarily ignore the rest.

6. Vary the writing topics. If you ask older children about their writing assignments, they will tell you that they have been asked to write repeatedly on the same few (and rather dreary) topics over the years. My son called this to my attention when he was a fourth grader. He awoke one morning, saw snow, and groaned, "Oh no." When I commented that I thought he liked snow, he replied, "I do. But this is the first time it has snowed this year, and when I get to school, I just know that the teacher will make us write about 'The First Snow.' They do it every year!" (His teacher did that year, too.)

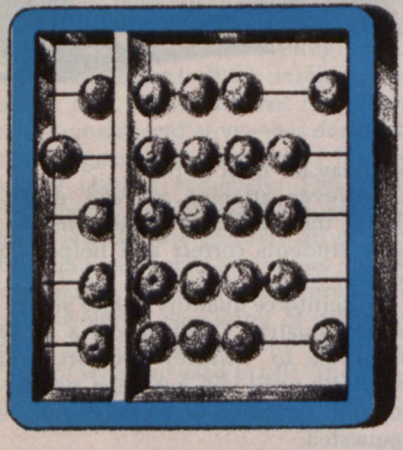
Adapted from an article by **Peter Clark Madden** *that appeared in the February-March 1978 issue of* Today's Education. *Dr. Madden, formerly assistant professor of education at Virginia Commonwealth University, is now psychologist, Henrico County (Virginia) Public Schools.*

Tips on Teaching Math

Invert Their Worlds

The answer is *7*. What's the question?

What comes after *6*? How much is *3 + 4*? What's *9 − 2*? What's *14 ÷ 2*? These are some of the responses that elementary school students might give. Students at more advanced levels might respond: What's the square root of *49*? What is *3! + 1*? What's the solution of *2x + 1 = 15*? What is the most likely outcome if you roll a pair of dice? What is *Bo Derek* minus *3*?



Mathematical questions are not, of course, the only possible responses. One might ask: What rhymes with heaven? How many days are in a week? How many dwarfs did Snow White meet?

My approach to teaching math rests on the following convictions—

- Students need activities that yank them out of the habit of thinking only convergently—a habit that much of our current pedagogy encourages. The question-supplying activity that I use provides students with an introduction to divergent thinking.
- Teachers can learn much about students' thinking by giving an answer and then asking for appropriate questions.
- Students can learn much about mathematics by making up questions.
- Giving students a chance to ask the questions can make a motivating and rewarding lesson.

When students engage in such activities, they must have time to think—far more time than they need for traditional (convergent-type) exercises. But the time will be well spent: Students will find that computational facts and their relationships to one another take on new meaning. Additionally, they will awaken to the joy and challenge of divergent thinking.

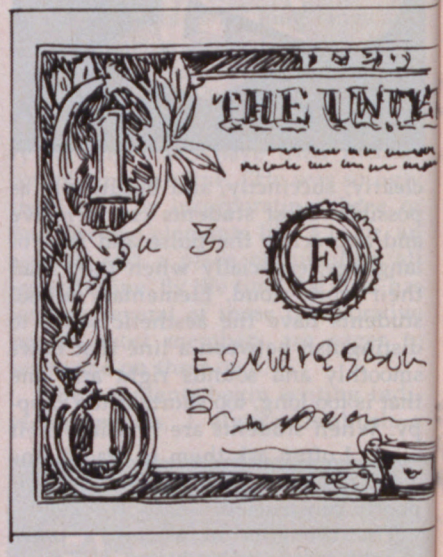
Adapted from an article by **Nicholas A. Branca** *that appeared in the February-March 1982 Elementary and Mathematics/Science Editions of* Today's Education. *Dr. Branca is a professor of mathematics at San Diego State University.*

Adapt to Their Pace

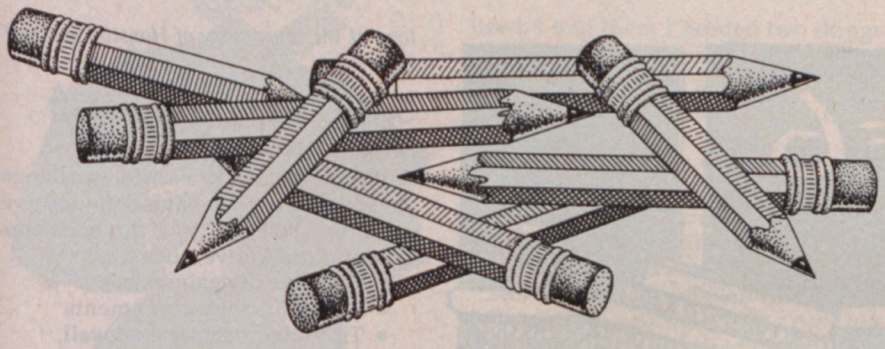
If your most recent teaching experience has dealt with "associative-commutative" vocabulary, hyperbolic curves, and preparing pupils for the annual mathematics contest, being confronted with a class of low-level achievers may be terrifying. You can, however, gain satisfaction from helping these pupils develop number literacy. Other teachers are doing it, many of them with no fancy equipment. Try applying some of their techniques.

- Let the pupils succeed. Make the course easy at first until you win the confidence of the class. Then tighten up. Similarly, have every assignment start with easy problems that everyone can do and end with challenging ones.
- Use warm-up exercises to get pupils settled down. Every day on the same spot on the chalkboard have a set of review exercises that will take the students about five minutes to work out. Tell pupils that you expect them to have the solutions written at the end of this time and that you will collect, mark, and return the papers.
- Correct the pupils' papers as soon as possible. Immediate success works wonders.
- Accustom pupils to working out verbal problems. Have them restate the problems in their own words before they attempt to solve them.
- Use an overhead projector when explaining a procedure. In this way you need not take your eyes from the class and can study the reactions on the faces of the students.
- Give the class an opportunity to learn through several senses at a time. Try starting every lesson with real objects or, second-best, a picture or diagram. If the problem is about loans or some other subject difficult to picture, do some role playing. Let one member of the class be the lender of money and another, the borrower.

With these methods, you may have a red-letter day like mine: A boy who usually spent his time snapping rubber bands at various victims stopped to watch a square being depressed to a rhombus and asked, "What about the area, then? Is it different or the same?"



- When several pupils appear to need the same kind of help, use supervised group practice at the board. This procedure, which enables you to observe many pupils at the same time, is especially useful when you teach a new process or type of problem. It is also an excellent way to prepare a class for a subsequent study assignment.
- Make each daily lesson complete in itself. This helps absentees or new enrollees to participate in the learning, even though they have missed the previous lesson.
- Do not overestimate the attention span of a class. For some classes, a 10-minute discussion is too long. Usually, you should change the activity at least every 15 to 20 minutes.
- Always introduce a new relationship with the simplest arithmetic or algebra possible, so that the pupil can concentrate on the concept itself and



not get bogged down in tiresome computation.

• Try to think of new ways to review concepts. For example, you might teach multiplication tables through a study of prime numbers and factoring.

This beginning list will suggest other techniques for making your classroom a more effective laboratory for learning.

Adapted from an article by **Sarah B. Greenholz** *that appeared in the September 1968 issue of* Today's Education. *Ms. Greenholz, formerly supervisor of mathematics, grades 7-12, Cincinnati Public Schools, is now retired.*

Alleviate Anxiety

Unfortunately, I often see teachers teach math the way my teachers taught me: with paper and pencil computations that have no meaning behind the figures, only seemingly arbitrary rules. For a majority of children this method works. But I see other children who are developing math anxiety and even math hatred, as I did. I see teachers place unnecessary pressure on children to perform on paper what they cannot yet envision in their minds.

For these students I wish their teachers would—

• Take the time to cut out strips and squares of paper to make materials to teach place value.

• Allow students to work with hands-on materials rather than to complete worksheets merely as evidence that they are learning math.

• Appeal to the administration to provide funds for math manipulatives.

• Establish an atmosphere in which it is all right for students to make mistakes.

• Use students' names in word problems to get students personally involved in math.

I lost my fear of math when I gained self-confidence. That feeling of being able to succeed is what I hope to be able to pass along to my students.

Adapted from an article by **Barbara McCreary** *that appeared in the April-May 1981 Mathematics/Science Edition of* Today's Education. *Ms. McCreary, formerly a student at Virginia Commonwealth University, now teaches English and history at Fairfield Middle School, Henrico County (Virginia) Public Schools.*

Initiate a Reading Program

Difficulties in math often result from the lack of an efficient, methodical strategy for reading mathematical material. Even for good students, a systematic reading approach is a prerequisite for success in math.

One of the first reading strategies to appear was SQ3R (Survey; Question; Read, Recite, and Review), which Francis Robinson originated more than 30 years ago.

Here is how SQ3R works.

• Survey. Students skim the reading selection to obtain a general overview of its contents. They examine the title and subheads; read the introduction; glance at pictures, graphs, and other illustrations, noting their captions; and read the summary.

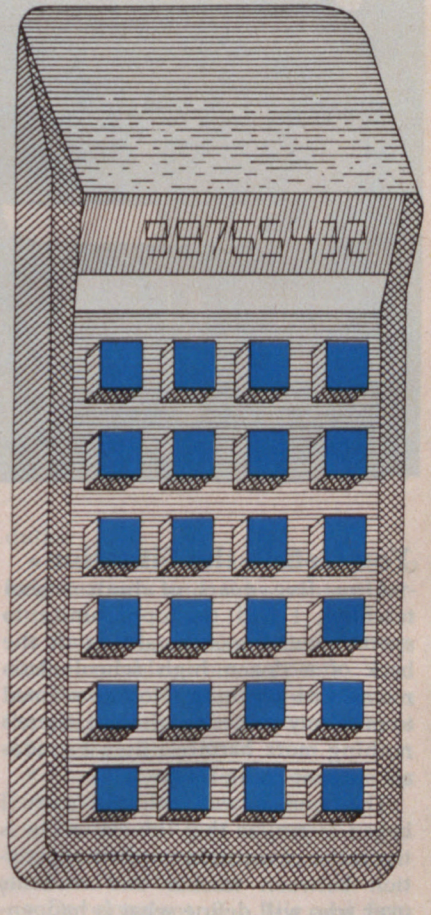
• Question. With the general ideas in mind, students turn section heads into questions.

• Read. Students read the material to answer these questions. In the process, they should get used to saying to themselves such things as, "I didn't get that; I'll have to go over it again." For many students, rereading a small section is an undeveloped, necessary habit.

• Recite. Looking away from the text, students put their answers into words and perhaps say them aloud or write them down. This step forces students to organize their answers and reduces the tendency to daydream.

• Review. The final step is for students to capture the broader picture by reviewing answers to specific questions, simultaneously resurveying the selection as a whole.

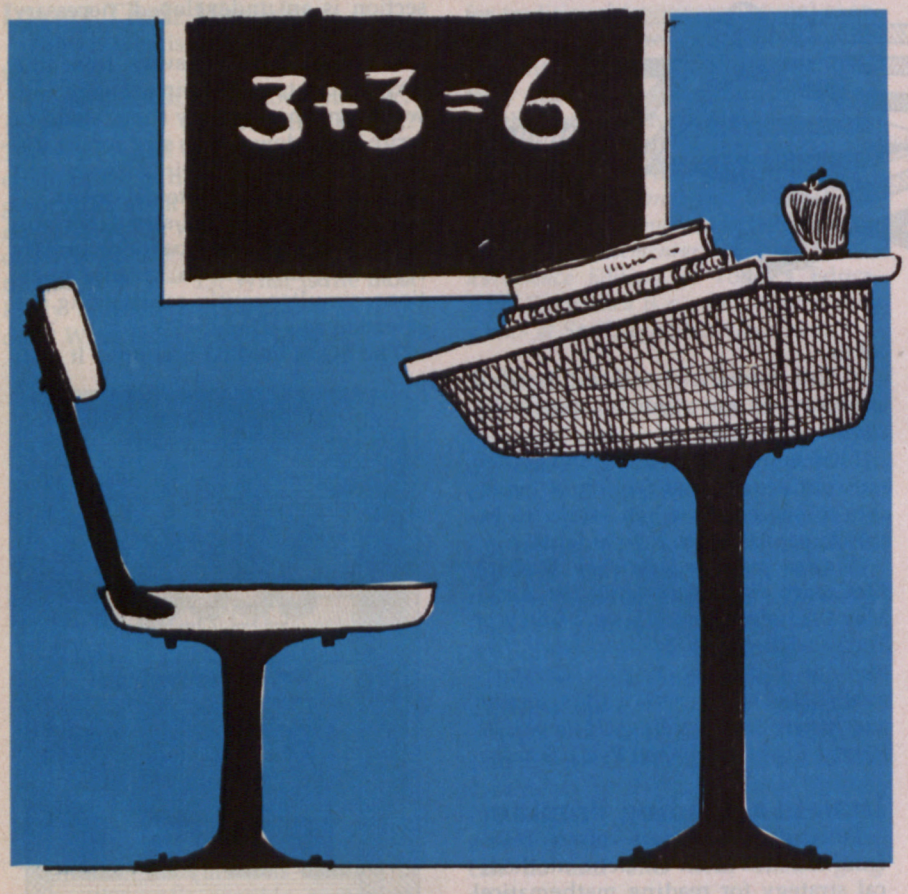
The SQ3R method is simple. It rests



on what every math teacher knows—or soon learns: More careful readers are better math students.

Adapted from an article by **Richard Rezba** *that appeared in the September-October 1981 Mathematics/Science Edition of* Today's Education. *Dr. Rezba is associate professor of science and mathematics education, Virginia Commonwealth University, Richmond.*

Tips on Discipline



You Define the Situation

After five years of high school teaching, I had the opportunity to spend several months sitting in the back of a dozen high school classrooms, just watching. No one seemed to mind my presence; after all, there's nothing more harmless than a graduate student doing research.

The more I watched, the more I began to realize that the classroom is the scene of constant implicit negotiation between teacher and students over who will define what is happening there.

Teachers must not only organize lessons and classroom routine, they must also maintain common agreement that the group is engaged in an important learning activity, that the teacher is in charge of it, and that students are appropriately engaged in it.

Some students, for their part, will suggest by their words and behavior that nothing of any importance is going on, that they can act as they please, and that there is really no reason to do what the teacher suggests.

When the teacher's definition of the situation prevails—as it has to for learning to take place—it is usually because of his or her good judgment and use of humor. Humor allows a teacher to redefine a challenge to his or her authority as something "light." The fact that it is the teacher who leaves the class laughing somehow puts the teacher very much in charge.

Other ways of responding can leave the whole class feeling that the teacher is unfriendly, arbitrary, or "out of it." The teacher's choice of response determines whether, in a given classroom, it will be possible to teach.

Adapted from an article by **Robert G. Wegmann** *that appeared in the September-October 1976 issue of* Today's Education. *Dr. Wegmann is a professor of sociology at the University of Houston at Clear Lake City.*

Self-Discipline Is a Skill You Can Teach

When you want a child to change several negative behaviors to positive ones, first make a list of the behaviors you find disruptive, such as—

- Taps pencil against desk
- Never finishes assignments
- Tips chair back against wall.

Next, decide which one or two behaviors (at most) you need to deal with immediately. Ignore the rest until you have modified these.

Then, specify in observable, measurable terms the behavior you want to encourage. Thus, "helping Johnny learn to *finish what he starts—on time*" is a concrete, measurable goal to substitute for the negative "never finishes assignments." Avoid focusing on vague goals, such as "helping Johnny *be a better student*."

Finally, inform the student of your intention to help him or her behave differently. Pick a time when things have been going fairly well, when the student is fairly calm—*not* right after misbehavior—and explain which behaviors you are going to help him or her learn to control.

Your explanation should be short, simple, and direct—something like:

> "Janice, I have some ideas about what we can do to help you develop more self-control. By self-control, I mean not yelling or hitting or pinching when you are angry and not giving up when you feel the work is hard.
>
> "I know there are times when you are not pleased with your actions, and I know we can make things better. It won't be easy, and it won't happen overnight, but with both of us working together, we can do it."

Adapted from an article by **Barbara K. Talent** *and* **Suzanne G. Busch** *that appeared in the February-March 1982 General and Elementary Editions of* Today's Education. *The authors, respectively clinical psychologist and educational psychologist, are affiliated with the Department of Pediatric Psychology, Washington University Medical School, St. Louis, Missouri.*

Love Can Be a Synonym for Discipline

I discovered my "secret" disciplinary strategy when I taught first grade. I let the children know I liked them by a revolutionary means—I touched them. So simple, but that is saying a lot in a society where people are trained not to reach out to one another.

As I moved to fourth grade and then to sixth, I thought I had to revise my methods. Older children would be sensitive about their feelings, their bodies, and peer approval. Love could be an embarrassing word. So, I stayed behind my desk and ran a fairly routine class. By the afternoons, however, I was usually cross, and the children were hot and argumentative.

Eventually, I brought out the old artillery. I explained to my sixth graders that since I had to drive 35 miles each way, every day, in peak traffic to get to school and back, I needed all the help I could get in order to be civilized. I told them I needed two things from each of them each day: a smile in the morning to get me started and a smile before dismissal to carry home with me.

At first, they were wary, but I went around to each child to collect my smile. If I found a grump, I hugged a smile out. Some children just broke out in grins when they saw me coming.

Now there's no embarrassment or stiffness or yelling (well, not too much). We're all still tired in the afternoon; but now, if things get out of hand, I simply go to the child, put my arm around him or her, and smile.

Touching won't work for everyone, of course. I don't recommend it for a fiercely angry or resentful child. It's too easy for that child to push you away, and that could lead to a "touchy" situation of another sort.

But just think for a minute: When was the last time children in your room got the feeling someone in those big gray walls loved them? Isn't love what working with children is all about?

Adapted from an article by **Jean Dunaway** *that appeared in the September-October 1974 issue of* Today's Education. *At the time, Ms. Dunaway was a sixth grade teacher in Memphis, Tennessee.*

The School Can Help

The Teachers Association of Baltimore County (TABCO), in Maryland, recommends ways school districts can help keep students from disruptive behavior.

Among other items, TABCO says the school should secure the following:

- Curriculums geared to the interest of students
- Extensive and effective reading programs and constant reinforcement of basic skills
- Learning centers that offer immediate remedial help and counseling
- Vocational and career-oriented programs in secondary schools
- Smaller classes than the norm for more individualized instruction and better teacher-student relations
- Parental awareness of and cooperation in solving discipline problems
- Aides, social workers, and resource persons to provide specialized services and to handle nonclassroom duties
- Accessible, private telephones to help teachers and aides contact parents
- Rap sessions where students can air their problems among peers
- Teacher training that emphasizes the prevention of behavior problems at the elementary level
- Special schools or classes for chronically disruptive students
- The teaching of appropriate behavior, with emphasis on self-discipline and self-reliance
- Development of a fair and firm school discipline code, including alternatives to suspension and expulsion, and a policy requiring staff to apply the code consistently.

Adapted from an article by **Thelma Horacek** *that appeared in the April-May 1979 issue of* Today's Education. *Ms. Horacek, formerly a staff member with NEA Instruction and Professional Development, is now retired.*

Tips on Dealing with Parents

The Parent-Student-Teacher Triangle

From the day they enter kindergarten until the day they receive their high school diplomas, students are caught up in the complex parent-student-teacher relationship.

For the relationship to work in the best interests of the child, it must be based on three firm but quite simple principles.

- Both parents and teachers must put aside their own concerns and focus on the well-being of the child.
- They must be honest with each other. For instance, teachers must not be afraid to speak openly to parents who are influential or to admit not having noticed a problem promptly. Parents must be willing to face their childen's failures. Both sides must be attuned to understanding the tactful statement's real meaning.
- Teachers must take responsibility for speaking in clear, simple terms understandable to the parent.

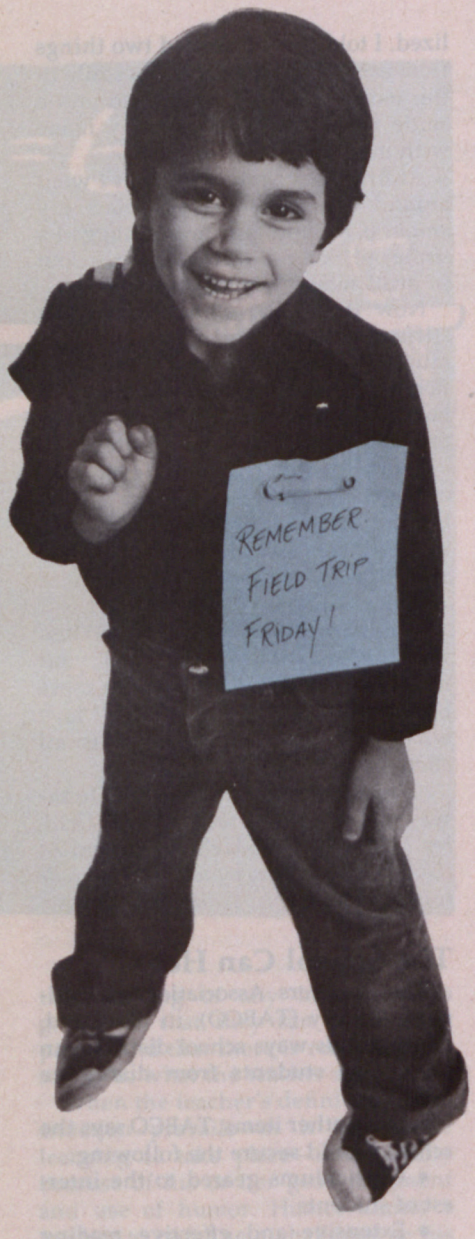
Parents and teachers have always found ways to further a cooperative, friendly relationship. Many successful parent-teacher teams have found it helpful to get to know one another before there is a real need to meet. With home and school sharing almost equally in the children's development, they must each resolve to find the most creative forms of cooperation possible.

Adapted from an article by **Georgia B. Moeller** *that appeared in the November 1971 issue of* Today's Education. *Ms. Moeller is a social studies teacher in Albuquerque, New Mexico.*

A Classroom Luncheon

My teaching teammate and I have found the classroom luncheon to be a useful way to involve the parents of our 60 or so sixth graders in our activities. We usually throw two parent luncheons a year.

Things start moving when we and the students set the date. Any weekday will do; a Monday or Tuesday is usually best. Teacher-child-parent committees plan the menu and purchase and prepare the food. These same teams set up the tables for the meal and clean up the classroom afterward. The total time taken from instruction is about two-and-a-half hours for each luncheon.



Typically, the parents of about 40 percent of the students attend. That number may not seem high, but in close to 70 percent of the homes in our attendance area both parents are working—so it's not a bad turnout.

Parents readily discuss the academic program in this nonthreatening atmosphere. Those who still have their doubts discover that school "ain't all that bad." All the parents see that their child can responsibly carry out assigned tasks. They also discover that other parents share some of the concerns they have about their child's schooling.

Adapted from an article by **Jack Smith** *that appeared in the February-March 1981 Elementary Edition of* Today's Education. *Mr. Smith is a teacher at Peyton Randolph Elementary School, Arlington County, Virginia.*

Parent Bulletins

Every Friday during the school year, I give each of my second graders an individualized bulletin to take home. On a mimeographed form, I fill in the child's weekly grades for the major subject areas, spelling tests, and conduct. There is room for announcements and requests, too: For example, "Jason needs to bring $2 for the workbook" or "Please call and arrange a conference." (I include my home phone number on the form.) The parent signs the form, and the student returns it on Monday morning.

Since I have been using bulletins, parents have often responded by note, telephone call, or personal visit. From these responses I get to know more about the parents and the backgrounds of my pupils. The bulletins seem, moreover, to develop among parents a willingness—even eagerness—to work with their children on school assignments. Parents get a feel from the bulletins for what is happening in the classroom. They spot trouble areas in advance and consequently are seldom surprised by the regular report card grades.

Once in a while, when I haven't had time to get a bulletin out, the children complain, "Mama expects to see it the minute I get home!"

Adapted from an article by **Judy B. German** *that appeared in the February-March 1981 Elementary Edition of* Today's Education. *Ms. German is a teacher at Cummings Elementary School, Memphis, Tennessee.*

Constructive Conferences

When you envision a parent conference, there is a tendency to imagine "what-I'll-say and what-they'll-say and what-I'll-say-after-that." In a par-

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ent conference, more is at issue however, than what you say to the parent.

For one thing, nonverbal strategies make up a subtle part of the message. They set the mood, control the atmosphere, and ultimately determine the climate in which verbal messages will be transmitted. Here are a few nonverbal strategies to consider prior to the start of a conference.

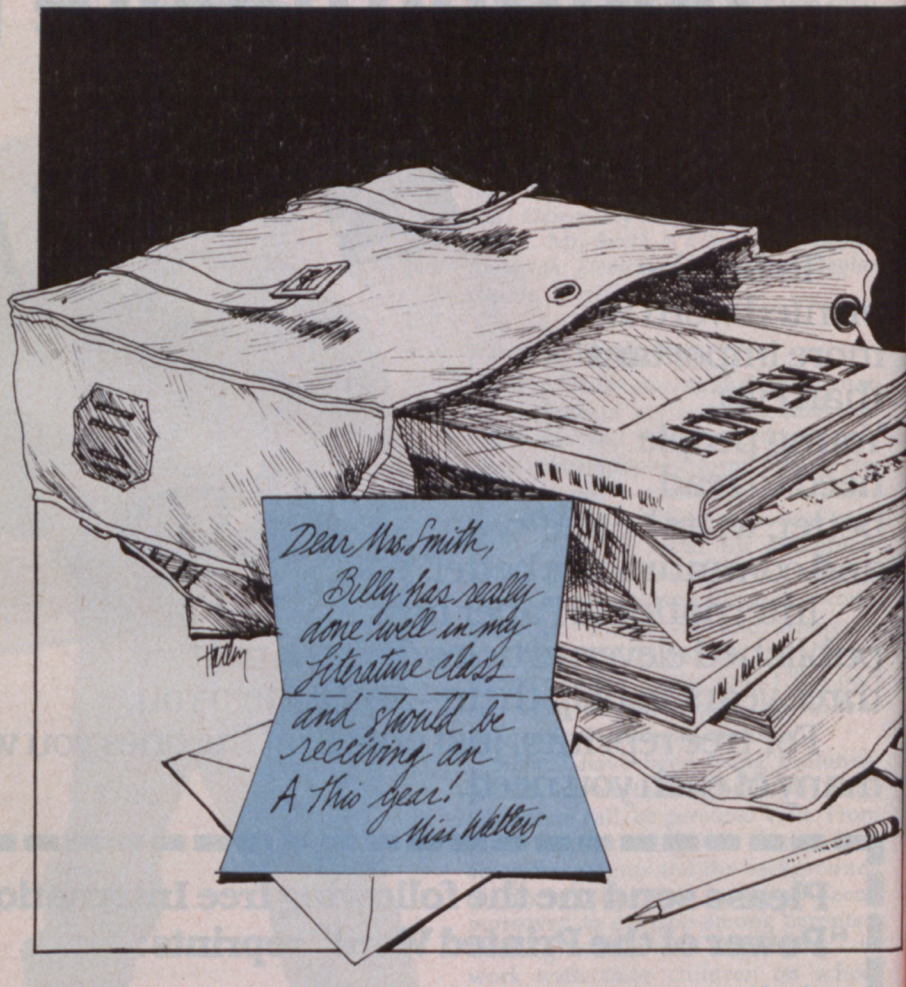
- Establish conference seating to promote comfort, facilitate eye contact, and permit recognition of participants as adults and equals.
- Use body language as consciously and selectively as verbal communication. Smiling, nodding, making eye contact, and leaning slightly toward the speaker generally signify approval, acceptance, and interest.
- Greet parents close to the entrance they use. This evokes appreciation, provides a sense of support, and diminishes anxiety.
- Evaluate the messages personal appearance sends. A business suit might say "professional and trustworthy" to one parent, "stuffy and authoritative" to another.

In order to reach the conference's goals, you also need to plan in advance the timing and order of the steps to achieve them.

- What should be said first in order to establish rapport and a sense of "weness"—of being on the same side?
- What messages will make up the body of the conference?
- What possible solutions will be discussed?
- How will you summarize the conference's conclusions?

Within the first minutes of a conference, you may realize that you will use up much of the conference time just establishing a receptive atmosphere. If so, readjust your plans and consider arranging two or three additional meetings, easing into each phase of the ultimate goal as the parents seem ready. You may find that if you cling to your original plan and try to "get it all in before the class gets back from art," you may end up wasting a carefully planned approach on an as yet unresponsive audience.

Many times a parent conference will involve more than one teacher. When this is the case, it is of paramount importance that all involved plan together in advance to establish goals. If the reading teacher and the school counselor come face to face for the first time in the presence of the parent, a disastrous conflict of interest could occur. When several participants are involved, they must share each phase of conference planning. That way, they can keep the child's interests in focus.



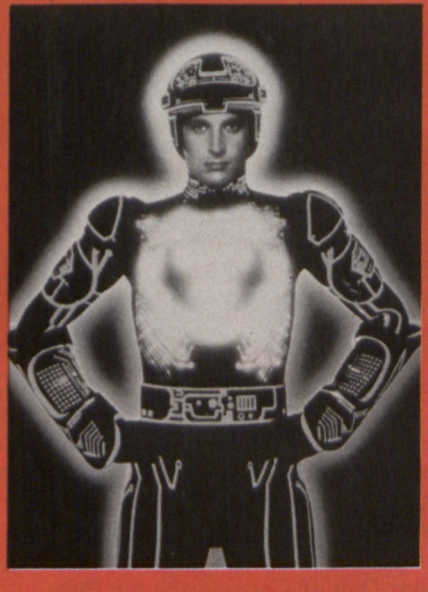
Adapted from an article by **Donna H. Davis** *and* **Donald M. Davis** *that appeared in the April-May 1981 General, Elementary, Mathematics/Science, and Vocational/Career Education editions of* Today's Education. *The authors are, respectively, a guidance counselor with the Juniata Valley School District in Pennsylvania and a staff member at Pennsylvania State University.*

NEA Leaflets for Parents

NEA has designed some 20 leaflets to help parents understand the functions of the school and the community's responsibilities to it. Sample titles include *Discipline—How Parents Can Help; Talking with Your Child; Testing: Its Uses and Abuses; What To Look for When You Visit Your Child's School;* and *Writing: Parents Can Help.*

Each title is sold in packages of 25 for $3.50. A sample Public Information Leaflet Assortment, containing a copy of each title, is available at $3.95 (Stock No. 5100-9-10). Order from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

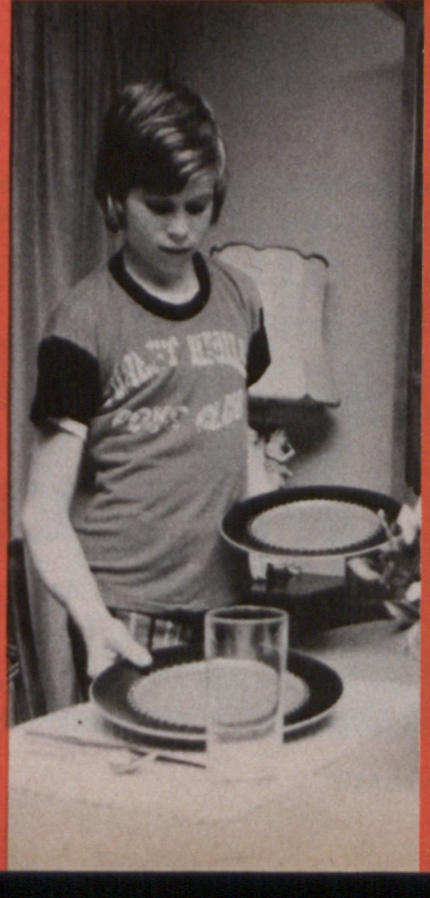
Students



50 National Day of Conscience Poster Contest

52 Thirty Billion Quarters Can't Be Wrong—Or Can They?

56 The Language of Desperation



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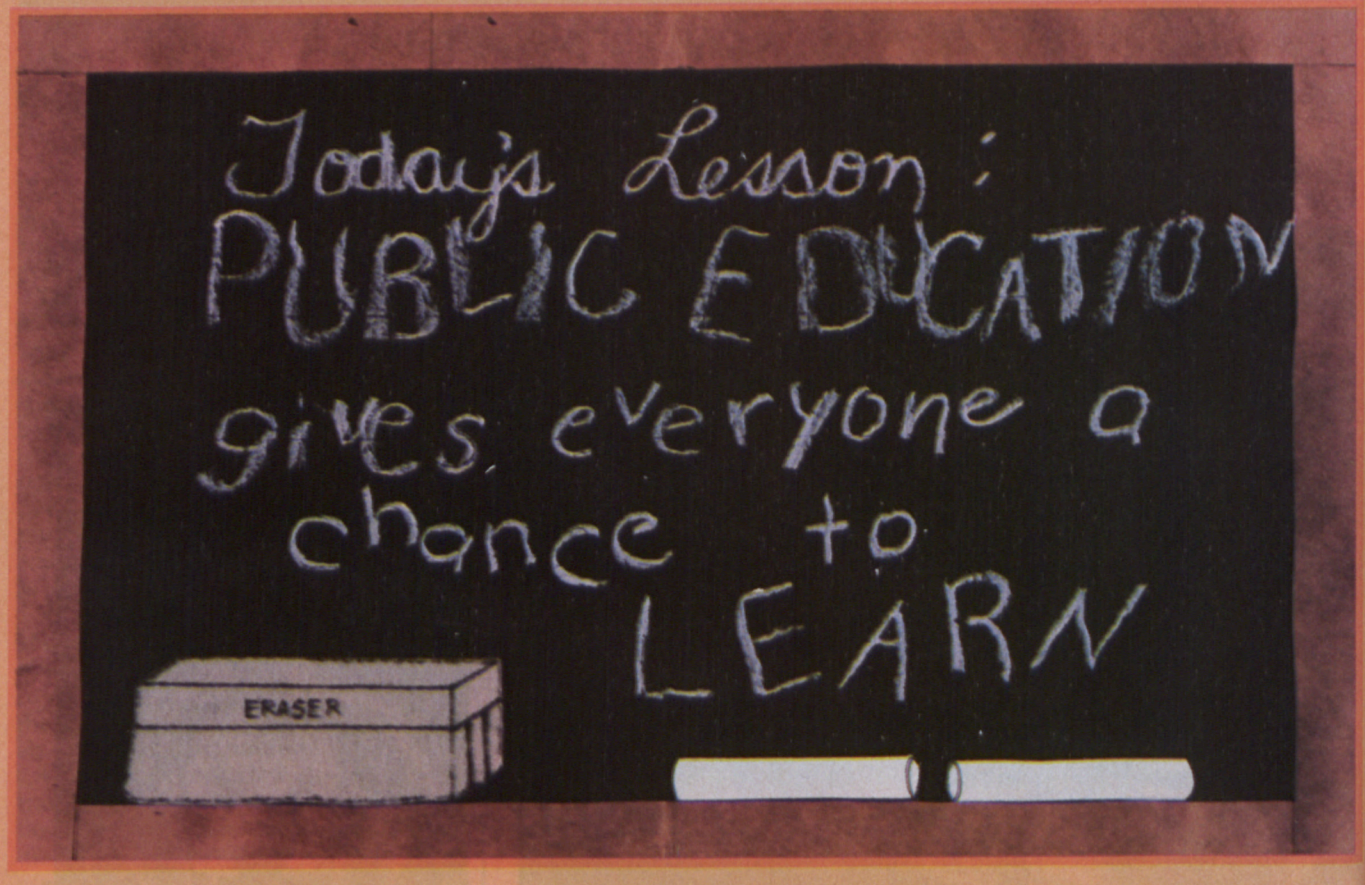
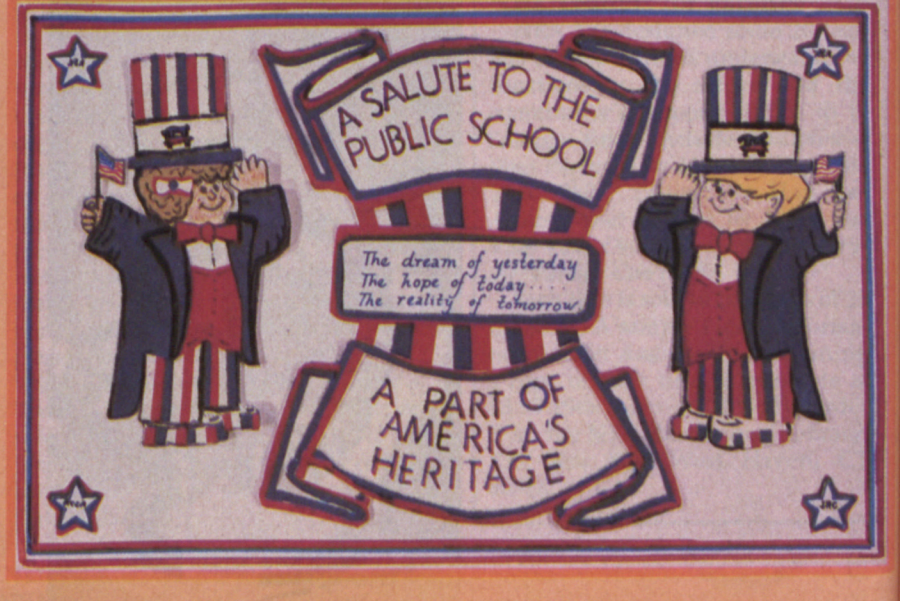
68 Children from Single-Parent Homes



On these two pages, public school students praise the public schools in poster art. Their entries are among many in a contest that was part of the NEA-initiated National Day of Conscience for Public Education. Held on January 17, 1982, the Day resulted from a call by the 1981 NEA Representative Assembly for an event that would focus attention on the importance and needs of public education in our nation.

The grand-prize-winning entry, entitled "A Salute to Public Education" (opposite page, lower left corner) is the work of fifth grader Vincent Phillips of Jasper, South Carolina. Last spring, Vincent and his teacher, Bonita Percival, came to Washington, D.C., where the NEA arranged a meeting with their Congressman and a tour of the White House. The Association also presented Vincent with a plaque to mark his success in this nationwide competition.

National Day of Conscience Poster Contest



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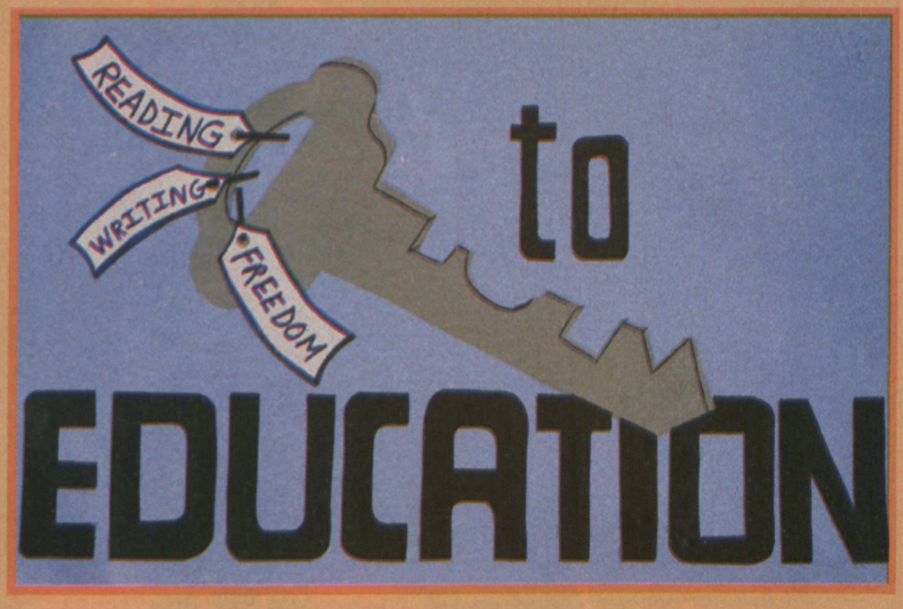
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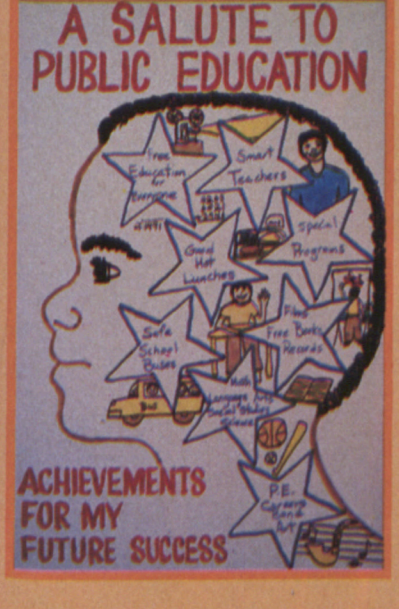
A SALUTE TO
PUBLIC EDUCATION
ACHIEVEMENTS
FOR MY
FUTURE SUCCESS

Education is a Goldmine!

Thirty Billion Quarters Can't Be Wrong—Or Can They?

NANCY R. NEEDHAM

A look at the impact of video games on American youth

The permed hair and military-style shirt give him the appearance of a miniature adult, 1980's style. But his short stature is an effect of youth, not genes.

Can he even reach the controls? Of course he can: They're made for him and others like him. Males between the ages of 10 and 20 are the primary market for coin-operated video games in the United States.

They manage very well to reach the controls of *Pac-Man, Asteroids, Donkey Kong,* and the other varieties of electronic challenge. In fact, in 1981, youngsters like this 13-year-old put enough quarters into coin-operated video games to make the infant industry at least a $7 billion operation.

The Lure of Video Games

What is it about the games that intrigues these kids? Two things: the possibility of *mastery* and the promise of *escape.*

The degree of mastery video games allow arises from their sophisticated technology. Video games can do things their precursors, the pinball machines, never could: They can "think," and they can fight back. A video game is a microcomputer, programmed to respond to the player's every move *with a move of its own.* It is as if, in pinball, the machine itself could spontaneously launch a ball and knock the player's ball out of the game.

> Video games, unlike pinball machines, can fight back.

This sophistication ensures that mastery is not instantaneous. Most video games are so difficult that novice players are lucky if they can play more than a minute on their first quarter. Up to six or seven controls, which the player must operate almost simultaneously, move the colorful simulations of asteroids, space ships, or munching mouths across the video screen. Success is a matter of quick reflexes and superb eye-hand coordination. Turning back formation after formation of alien invaders requires finger movements like those of an organist playing *prestissimo.*

With video games, practice does make perfect. For this reason, players usually stay with one game for weeks—even months—until they are as good at it as they will ever be. Economics suggests this strategy as well: the better the player, the cheaper the day's play.

Being good is not just an economic matter, however. As social studies teacher Dan Conrad of Minneapolis remarks, kids today have very few opportunities to become masters. Video games are one area they have staked out for themselves.

All serious video game players by definition play for mastery. But perhaps not everyone plays for escape in quite the way teenage boys do. Among all the settings now available, teenagers seem to prefer playing video games in the highly artificial, escapist environments called *arcades.*

No matter the time of day, an arcade is likely to be nightclub-dark. But it is not quiet. From every console comes an undercurrent of beeps and pings. Recorded rock music adds to the electronic hubbub.

Light bounces from the video screens and splashes from the mar-

In the new Walt Disney film that bears his name, Tron, the electronic warrior, leads the fight for law and order in a computer-generated world of electricity and light. For video game players, being part of the action has to be the ultimate fantasy.

quees above them. Overhead, a crystal ball picks up the bits of electronic color and scatters them around the room.

The result of this sound-and-light display is "atmosphere." The room becomes, as one ninth grader describes it, a "sanctuary," a place where players can put their problems behind them through sheer concentration on the game in front of them.

For young boys, escape can be very much like stepping into a frame of one of their favorite comic books. The extraterrestrial ZAPS, GRONKS, and WHOOSHES are all familiar. Now, however, the boys are not excluded: They enter the macho space world as equals (or near equals) of the planetary adventurers of their imaginations.

The macho nature of so many of the games may help explain why they are not so popular with girls and women as with boys and men: Females are simply not into intergalactic violence the way males are. It's also true that compared to men and boys, women and girls are less likely to be comfortable hanging out in places like arcades.

Still, women do play, especially the so-called cute games, such as *Pac-Man* (and now *Ms. Pac-Man*). Perhaps they should play more. According to one college woman, when girls perform well at a video game (in contrast to a more athletic game, such as tennis) men acknowledge their achievement as absolutely equal to anything men might do. Which says something for video games, if not for men.

Space-Age Tutors

Some observers, many of them social scientists or computer experts, say the effects of video games are positive. News magazines covering the games story have quoted Sherry Turkle, a sociologist at the Massachusetts Institute of Technology, on the importance of mastery. Turkle thinks a sense of mastery is a crucial achievement for eight-to-10-year-olds and for adolescents—especially those who are not good at anything but games.

Most parents simply don't care about developing their children's fingers, and they are appalled to find kids spending large blocks of time in dark rooms.

Others think of the games as—to use the phrase of New York psychologist Mitchell Robin—"friendly software," ways of introducing people to the capabilities of the computer.

Bill Inhelder, who teaches computer programming at Hoover High School in Glendale, California, disagrees vigorously, however. In fact, he is willing to go so far as to say that "kids who play in video parlors have no appreciation of the value, impact, effect, or practical use of computers." So much for that theory.

Then there is the hypothesis, put forth by Sherry Turkle and others, that the games help people develop spatial (geometric) understanding in a new way. The only problem with this hypothesis is that students who are actually studying math don't see the connection. Neither does the math department at Glendale's Hoover High School. According to department member Frances Spielberg, almost the only thing they all agree on is that "the mathematical benefits of video games are the null set"—that is, zip.

Are the games then absolutely without pedagogical use? Not quite. They're helpful in developing the skills that accomplished players display—quick reflexes and sure eye-hand coordination. The U.S. Army has already modified the game *Battlezone* to train the infantry in electronic warfare.

But Are They Good for Kids?

Whether or not video games bring pedagogical benefits, many people are concerned about their other effects on children.

The antigames people think, first, that video games waste children's time and money. Reports of youngsters spending upwards of $10 and $15 a week in the arcades distress many adults, especially when young kids respond evasively to questions about where the money comes from. Just how much help do the neighbors need every week?

Also, the time and money going into video games obviously isn't going somewhere else. One place it isn't going, according to the *Wall Street Journal*, is into records—to the tune of perhaps as much as a billion dollars a year. The recording industry thinks it's losing that much to video games.

While adults are not likely to shed tears for the recording industry, neither are they likely to accept video games as their child's sport. Adults find it hard to take seriously as sport anything children do that does not occur out-of-doors, involve the large muscles, or both. Most parents simply don't care about developing their children's fingers, and they are appalled to find kids spending large blocks of time in dark rooms.

Waste of time and money is serious enough, but critics also worry that the games encourage antisocial tendencies in children. Part One of this analysis sees video games as mind-numbing isolation booths, in which players block out everything but the game.

Blocking out may be harmless for the youngster who simply wants to relax before the big test or the big game. But a child may be blocking out painful feelings—for instance, the awareness that there's no one home and nothing

to do after school. These critics are concerned about that youngster's emotional development.

Dallas chemistry teacher Charles Head believes that video games have a special attraction for alienated middle-class youth. When such young people play the games, they plug themselves into a source of instant, individualized gratification. (Don't youngsters with lower socioeconomic status do the same thing? Of course, but Head thinks they are less likely to be alienated and, if they are, they are more likely to work off their hostilities in contact sports.)

Part Two of the antisocial theory turned up in a recent letter to the *New York Times*. Alarmed at the war-game mentality implicit in the games, the writer, a parent of young children, claims that game manufacturers are "cultivating a generation of mindless, ill-tempered adolescents." These players, the writer asserts, show "anger and frustration"—even "rage"—when in the course of a video game a "hostile projectile" suddenly wipes them out and they find their quarters "spent to no purpose."

Critics also maintain that video games spawn social problems, such as gambling, vandalism, panhandling (for quarters), loansharking, diversion of lunch money, and theft. Communities want to curtail these. Some are equally concerned to keep tacky arcade strips from developing in the middle of town. In consequence, local governments are using their authority to zone and to issue licenses and permits to control the spread of video games.

An ordinance in Marlboro, Massachusetts, for instance, puts coin-operated games off limits to those under 18 during school hours and late in the evening on school nights. The 1982 NEA Representative Assembly passed a resolution opposing the commercial use of video games in schools and favoring local ordinances that will "minimize the economic exploitation of youth."

The question of how far communities can go in keeping games and kids apart has already reached the U.S. Supreme Court—so far without a definitive answer.

The court test arose when the city of Mesquite, in Texas, passed an ordinance that prohibited children under 17 from playing games at any time unless they were accompanied by an adult. An arcade chain called Aladdin's Castle challenged the regulation on constitutional grounds. Among the constitutional questions at issue was the possibility, as Mesquite's city attorney scornfully put it, of a "federal right to associate for the purpose of playing pinball."

Among the constitutional issues was the possibility—as Mesquite's city attorney scornfully put it—"of a federal right to associate for the purpose of playing pinball."

With issues like this available for class discussion, *City of Mesquite* v. *Aladdin's Castle* once gave promise of becoming the Problems of Democracy teacher's dream case on constitutional law. It has not because the Supreme Court decided, in February of this year, to send the case back to a lower court for determination of jurisdiction. That action deferred any final decision on freedom of association and other compelling questions.

For the time being, therefore, Mesquite must let the under-17's continue to play video games, and Aladdin's and other game operators must live without a uniform federal rule defining the right of young people to participate in commercial activities.

Where Will It All End?

In 10 or 15 years, we'll know whether all the fuss over video games was warranted. At this point, we cannot be absolutely sure we are not dealing with a sort of electronic hula hoop, an entertainment technology that people will soon tire of and forget. On the other hand, given the intensity with which aficionados pursue the games, it is hard to imagine that the engineers at Atari and elsewhere won't continue to come up with new challenges.

Another possibility, now that one can come home to *Pac-Man*, is that the games will continue but the arcades will become obsolete. That will depend on whether the home-style cartridge versions of the games are as sophisticated and therefore as appealing as the coin-operated versions. Up to now, the latter have had the edge.

In any case, the arcades may survive on atmosphere, unless home owners dim the lights and put black felt on their walls.

As to the claims that video games will affect the way people conceptualize space and relate to each other, we should remember—before pooh-poohing this idea—that the effects of new technologies are not always immediately obvious.

Moreover, those affected are not always the first to understand the changes that have occurred. Young people of the 1960's and 1970's did not define and explain themselves to adults as members of the TV generation. In fact, it was members of the earlier print-oriented generation who first noticed the short attention span and the craving for instant entertainment that social theorists associate with the new mentality.

So we'll have to put a question on our calendars for, say, 1997: What have we become?

Ms. Needham is a staff writer with Today's Education.

The Language of Desperation

CARL LUTY

Psychiatrist Kurt Glaser offers insight into the often troubled and sometimes anguished adolescent world.

I Shall Not Care

When I am dead and over me
bright April
Shakes out her rain-drenched hair,
Though you should lean above me
broken-hearted,
I shall not care.

I shall have peace, as leafy trees
are peaceful
When rain bends down the bough;
And I shall be more silent
and cold-hearted
Than you are now.

—Sara Teasdale.

Reprinted with permission of Macmillan Publishing Co., Inc., from *Collected Poems* by Sara Teasdale. Copyright 1915 by Macmillan Publishing Co., Inc., renewed 1943 by Mamie T. Wheless.

Adolescents who attempt suicide have almost always tried desperately to communicate their pain and confusion to the adults in their world. The icy tone of Sara Teasdale's poem captures the anger and bitterness of those whose anguish no one hears.

Between 1950 and 1980, the rate of adolescent suicide increased by more than 200 percent. Among the predominantly preteen (five-to-14-year-old) population and among non-White adolescents, the suicide rate increase was even more dramatic. By 1978, suicide had become the second most common cause of death among 15- to 24-year-olds of all races.

Kurt Glaser, staff psychiatrist at the Sheppard Pratt Hospital's Child and Adolescent Division in Baltimore, Maryland, and Associate Professor of Psychiatry and Pediatrics at the University of Maryland Medical School, has worked with suicidal children and adolescents for two decades. His experience has convinced him that one decisive fact burdens all attempts to reverse the adolescent suicide trend: Adolescents mask the symptoms of depression, thus camouflaging the most common cause of suicide. Young people may express helplessness through disruptive behavior, hopelessness through antisocial gestures. Nonetheless, they expect their unique language to be understood. They expect adults to listen.

Recently Today's Education *staff member Carl Luty talked with Dr. Glaser about depression-masking behavior and, more generally, about adolescent suicide and adult responsibility. Their conversation follows.*

When I mentioned that this publication reached school people nationwide, you leaped at the opportunity for an interview. Why?

Teachers and other school workers are very likely the first professionals to encounter the suicidal child, and thus they are the ones who are in a position to recognize the seriousness of the emotional disturbance. In many ways, we psychiatrists are dependent upon the schools. Our main responsibility lies in the education of those who are in this first line of defense. So, of course, I welcome this audience.

What are the signs to which school people should be alert?

First let me say that despite efforts to curb the trend, the increase in adolescent suicide is likely to continue. That is because depression—the most frequent cause of suicide—is so often triggered in young people by a feeling of loss. Thus other predictable trends—high divorce rates, increased mobility, an unstable job market—almost guarantee more suicides, or at least more depression, among the young.

Young people feel loss acutely. Loss of almost anything—not just loss of a parent, but loss of success in school, loss of self-esteem or self-respect, loss of friends and teachers and a familiar neighborhood, even the loss of childhood.

Teachers need to watch closely students who have experienced a definable loss—the loss of a parent through divorce or death, the loss of the familiar because of a move. But they also need to remember that all adolescents are struggling with the loss of their identity as children. They are losing the se-

curity of being a child and thus of being legitimately entitled to a dependent position. When this inevitable but still painful loss is complicated by another loss, you can get serious problems.

When we see in a psychiatric interview children who have recently moved to a new location, we see how difficult being the new kid in school can be. They're not as readily accepted. Maybe they're teased, or maybe just left out. They'll talk about a special friend they had at their old school or about a teacher they could talk to when they were upset or confused. We mustn't underestimate these feelings, these losses.

When the sense of loss—or any strain—becomes so great that it generates a depression, what are the visible symptoms? In your writings on *masked depression*, you've said that we are unlikely to see in adolescents the symptoms we associate with adult depression. What will we see?

Behavioral problems, delinquent behavior—temper tantrums, disobedience, truancy, school phobia, failure in school.

Adolescents are action-oriented: They reveal their feelings in actions rather than in words. So a sudden change in behavior in an adolescent is often a warning signal. For example, a student who has achieved well through tenth grade stops achieving in eleventh grade. Well, maybe the subject material is too difficult. But I would watch that student closely.

Similarly, when a teenager who has been generally well-behaved starts to become disruptive, we need to look beyond the symptom. Why does he start fights? Why has he started stealing? Why is he hostile and uncooperative?

We need to stop this behavior—yes. A depression is not license to steal or fight. But we also have to wonder, Does this behavior relieve tension?

Maybe this is a student who feels lousy about himself and tries to lift his self-esteem by punching the next guy in the nose. Maybe he is trying to compensate in the physical area for failures in the academic area. If so, being punished will only again lower his self-esteem. Punishment is attention, but it's not the attention he needs. It doesn't get at what is really troubling him.

We need to remember that the disturbing behavior is not the problem, but only a symptom of the problem. If we don't help this student—provide some relief from the problem and the pain—he'll find his own relief, perhaps in drugs.

Remember: The one thing not to do is to do nothing.

You've been using the masculine pronoun. Is what you are describing more common among males?

In general this symptom—antisocial behavior—is more common among boys. But girls are catching up. Still, antisocial behavior in boys is likely to be more destructive, more often aimed at others. Girls' behavior is less often directed at others than at themselves. Rather than fight, they may become sexually promiscuous or start getting drunk or. . . .

That brings us back to drug abuse.

Yes. Students often try to medicate themselves against depression. They don't want to feel any more pain, so they numb themselves.

I assume the choice of medication is usually unfortunate.

Yes. Marijuana and alcohol do not open channels of communication. Often they close them. And communication—a chance to communicate—is what depressed adolescents need. That's where teachers can make a difference. Teachers should remember the title of an article on depression I read years ago: "The One Thing Not To Do Is To Do Nothing."

Suppose a student has become disruptive. Rather than yell or send the kid out of class, the teacher should ask, after class, What's going on? What has you upset?

This way, the student knows someone is interested, someone has noticed the message and is willing to listen.

Suppose the teacher succeeds with this effort, establishes communication, and discovers that there are indeed serious problems, perhaps even suicidal impulses. What then?

Again, the one thing not to do is to do nothing. But I must also caution teachers against becoming "junior psychiatrists." That's dangerous. The danger is that you may open wounds you cannot close. The layperson playing psychiatrist is like a surgeon who knows how to recognize appendicitis and open the abdomen but not how to remove the appendix or close the incision.

What then is the right thing to do?

If the school has a psychologist or a social worker or a counselor, the teacher should refer the student to that person. This doesn't mean the teacher has to back out of the picture. He or she should show willingness to still be there, as someone to talk to. But the teacher should be there as a caring layperson, not as a psychiatric professional.

The other route the teacher can take is that of communicating with parents. You don't, of course, say, I think your child is depressed and suicidal. But you do let parents know of your concern and of the reasons for it. You alert them. Occasionally, a parent will resent this, but most are appreciative.

Teachers, by the way, should also seek the views of other teachers who know the student. This can be very helpful. If other teachers confirm what you have observed—for example, increased disruptiveness—then you know you are on to something.

Of course, what I am saying assumes that teachers have classes of manageable size. Otherwise, they are not likely to be able to provide the individual attention

that will enable them to spot a troubled child.

So the educational problem is also a problem from a psychological perspective?

Definitely, yes. When I ask a teacher about a student referred to me, I need the insight of someone who has not been overly preoccupied with classroom order, someone who has had time to watch and to listen. With a class of 30 or 40 students, even a very conscientious teacher probably won't be able to help me.

Let me add that it is helpful if the teacher has taken a course in developmental psychology. Schools should encourage and help teachers to acquire this background in a formal way.

The literature on suicide suggests that often it seems to be contagious. Should teachers be especially alert after a student suicide has occurred?

The chain reaction is common. Partly for that reason, a dramatic event like a suicide or suicide attempt is reason for teachers and administrators to seek help from an outside consultant. Everyone needs help in order that the event may be discussed—ventilated.

Often there is guilt all around. Among students: Why did we ignore Johnny? Why were we so mean to him? Among teachers: Why didn't I notice he was troubled? Was it my fault—because I failed him on his last exam?

These people need help. They don't need someone to pat them on the back and say, Don't worry—it wasn't your fault. That's empty. It's meaningless.

They need someone to analyze the event, explain its complexity, and provide the guidance that will allow them to come to terms with their guilt and their sadness and their fear.

In some of your writings, you have talked of the *manipulative* (as opposed to the *depressed*) suicidal person. Could you talk about that distinction?

Manipulative adolescents want to live—but to live in control of others. They use suicide as a threat. In order to be effective, of course, the threat has to have substance. So these people often overdose on pills or slash their wrists. But they expect to be rescued.

The danger is that the manipulation will backfire. As the adolescent wants more and demands more, the lethality of the suicide measures increases. Then the slightest miscalculation—for example, a parent arriving home later than expected—may mean death.

The manipulative adolescent is a dilemma even for psychiatric professionals. You can't give in to the manipulations. You can't encourage them, but you also can't ignore them. You walk a very fine line. You *understand* the behavior, but you do not *tolerate* it.

You've also written about suicide among good—even exceptional—students. Are they likely to be manipulative?

No, not usually. The good student—the excellent student—is a special problem.

At the country's top colleges, the incidence of suicide is high. And the suicides occur among the best students.

I remember a girl, a high school senior, suffering from "school phobia." Her parents had tried everything to help her. By the time I saw her, she was deeply depressed.

I asked her a few standard questions. Then I asked: How are you in English? In math? In popularity? Suddenly she started to cry, then managed to say, *I am second.*

These people—the high achievers—are easy to overlook. We assume they are happy, content with themselves. But often they have only one frame of reference—number one—and when they miss that, they doubt themselves. Often they hate themselves. We seldom suspect their pain. Too often we fail to see it.

And when we do fail to see it, they find a dramatic way of communicating that pain, of making us listen?

Yes. They will cry out for help. Their suicidal attempts, like the majority of other attempts, are desperate means of expressing pain and hopelessness.

They are saying to us: I'm in trouble. I told you. I begged you to listen. I tried to communicate. But you're too busy, overworked, too tired to talk. Why can't you hear my pain? Why can't you hear me?

Then the final, desperate attempt to be heard?

Yes. *Now* they will listen. They'll have to.

Suicide is so often the final attempt at communication . . . the final communication. □

A Basic Library on Suicidology

The Mental Health Materials Center offers groups and organizations concerned with suicide prevention a library of 10 books, 12 pamphlets, a playscript, and reviews of recommended films.

As a result of special arrangements with publishers, the *Basic Library on Suicidology* is available for $40. Order from the Center, Room 1500, 419 Park Ave., South, New York, NY 10016.

The *American Journal of Psychotherapy's* July 1981 issue treats the subject of suicide and depression in children and adolescents. Single copies, $7, are available from Esther Hans, the American Association of Psychotherapy, 1268 E. 84th St., Brooklyn, NY 11236.

NEA Resolution on Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs.

Building Students' Self-Esteem

Students can feel good about school when they feel good about themselves—but how do we help them get that way?

Sun and moon and beat of sea—
Great lands stretching endlessly.
Where be bonds to bind the free?
All the world was made for me!
*—Adelaide Crapsey**

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.
—A. E. Housman

Two attitudes toward the world—a ruler's confidence, an exile's apprehension. For most of us, life is a combination of the two. For some, however, apprehension outweighs confidence and life brings many terrors and humiliations. Fearing failure, they attempt little.

Self-esteem is thus an important part of success. A student who grows in confidence and pride is building a basis for achievement.

Teachers help develop students' self-esteem in a great variety of ways. They do it most successfully when their methods suit their own personality and that of the student. The editors of Today's Education *asked several school people, including teachers, a custodian, and a student, to describe some of the ways they've found most effective. Their comments appear on this and the following pages.*

*From *Verse*, copyright Alfred A. Knopf, Inc.

Sensitivity

Know your students well enough to see what they see, hear what they hear.

A student's lack of self-esteem can cause problems in the classroom. Kids, like the rest of us, have to live with themselves—and it's hard for them to live with somebody they don't respect or trust. When they feel that way about themselves, a terrible battle—verbal, sometimes physical—goes on both within them and between them and others. If we don't recognize what is going on, we may punish children for expressing their pain.

> Even hurt children are resilient: They can bounce back time after time.

Even hurt children, however, are resilient: They bounce back time after time. With the right support from us, they can grow in confidence. I try to help in several different ways.

My students' faces reflect our city's beautiful diversity. I try to ensure that my classroom materials also reflect this diversity. All of the children can find and see themselves in all areas of the curriculum.

This visibility is especially important today. As enrollments have declined, fewer teachers from minority groups (last hired, first fired) remain. Yet minority children still need role models and advocates, and other children still need to become acquainted with the variety our country offers and the contributions all its peoples have made.

I watch my own behavior carefully. Biases are stubborn and slip out easily, and I want to avoid implying that some kids are more acceptable than others.

Several other practices help me support students' self-esteem. I try to—

- Behave the way I expect the children to behave—for example, consistently show them the courtesy that I expect them to show me and others.
- See what I say and do through the students' eyes, always remembering how perceptive and sensitive (and thus easily hurt) young people are.
- Recognize and build on every student's strengths.
- Be honest with students.

- Talk with them, not at them.
- Use a sense of humor for easing tensions, frustration, and anger, as well as for enjoyment.
- In short, respect my students and myself—and show it.

Sara Roberson, *teacher, The Northwind Warriors (an optional enrichment program for American Indian children, grades 3-6), Minneapolis Public Schools.*

Support

Mentally retarded children have something to teach us all.

If I were to return to the regular classroom, I'd be a better teacher than I was there in the past. Dealing with exceptional kids has shown me how important personal relationships are in building self-esteem. I now see more clearly than before the importance of emotional reinforcement.

When we teachers deal with so-called *normal* kids, we often assume that they can somehow reinforce themselves. And so we don't do much to reinforce them. We don't give enough emotionally. It's easy to forget that when kids don't feel good about themselves, that shows up in everything they do. Kids are like adults: When they feel good about themselves, they produce. When they don't, they languish.

Small things can help a lot—finding, for example, a minute or two each day to relate to a student who's down on himself (or herself). Just relate. No messages, no admonishment, no explicit praise or reinforcement. We've got to give students a chance to relate to us as human beings before they can relate to us as teachers.

Sometimes we teachers are presumptuous: We come bounding into a student's life and say, Hey, let's have a great relationship. But why should that student let us in? Or trust us?

We've got to do the preliminaries better—build some trust, build a *human* relationship. When we do that, everything else starts to fall into place.

I used to think this would be easier with normal kids than with

the mentally retarded, but I'm beginning to think it's harder. By age 10, most children are sophisticated. They have solid defense mechanisms. Often they've gotten the idea that warmth is some kind of weakness. But my kids aren't like that. When I come into the room, their arms are out, and they're saying, Come and love me and help me. They're way ahead of the normal kids in that regard—and way ahead of most of us.

Richard Lewandowski, *special education teacher, Independence (Wisconsin) Public Schools.*

Opportunities for Service

Being needed can be as good as being the best.

What can schools do to help build students' self-esteem? To find an answer, I looked first at my own school memories—of Ms. McIntire, who asked me to read my first grade poem to her second grade class; of Mr. Schnable, who wouldn't let me call myself "stupid" when my geometry proofs didn't prove; of the beautiful Ms. Robinson, who brought me a picture of herself at age 12 and laughed with me at the familiar awkward, pubescent look.

These memories arose from teachers' attitudes, from sensitivity and trust. But how, beyond our own inner resources, can we help students think better of themselves? To find out, I turned to my own students with two questions: "At school, when do you feel best about yourself? When do you feel worst?"

The students were not forthcoming with the "best" examples, but the "worst" tumbled out freely. One young man's dreams of himself as an athlete had been abruptly shattered:

> "I tried out for the basketball team and felt I had every chance. I practiced every day, drilled and ran and shot real well. I made it through the last day of tryouts.
>
> "Next day, the names of the guys who made the team were posted on the gym door. I couldn't find mine."

A girl who was not accepted into the prestigious concert band said, "I really felt like a loser. I wanted to go home and never come back to school."

The self-esteem of both students had been shaken. Yet each had overcome the experience. I wondered how.

Their recovery, I learned, began with acceptance into a school service organization. Turning from their disappointments, these students turned their time and efforts to serving school and community.

Washing the graffiti off the water tower, collecting food and clothing for fire-ravaged families, and rocking with nursing home patients turned these pained and disappointed teenagers into sensitive young adults. Their teacher-adviser had it figured out: "When human beings help each other, they tend to lose their self-obsession, and self-esteem can easily take its place."

I had found what I was searching for: a teacher and a program that make a difference. "It takes a lot of time, and sometimes I'd rather do something else," one of the students admitted. "But these acts of caring make us feel better about ourselves."

Meta A. Potts, *chair, English Department, James Wood High School, Frederick County, Virginia.*

And I remember, too, the beautiful Ms. Robinson, who brought me a picture of herself at age 12 and laughed with me at the familiar awkward, pubescent look.

Respect

Deal with a child as one person to another, says this custodian, and you can watch self-esteem grow.

Our school is small—like a family. Everybody talks to one another. Because a lot of the children already have problems, we try to give them something more like a family life.

When the children come to the custodian's office, I try to gain their confidence. Whatever they tell me, I keep to myself. If you break the children's confidence, they don't talk anymore—and you can't help them if they don't talk. But if they'll tell me about a problem, I sometimes can talk them into telling their parents.

I can talk on the children's level, too—I can use the street talk when it is necessary. I tell them, though, that you can usually get your point across without it.

Now, I don't always say things properly. In fact, sometimes the children help me with my speech. So I can learn from them as well, and they can see that making a mistake is not the worst thing that can happen to you.

Sometimes the children come to me with questions or problems even after they've grown up and left the school. I just tell them, I'd do it this way, but what works for me may not work for you. I might help them to get jobs or fill out their income tax forms, or I might just tell them how they might get to be a better person.

I try to think back to when I was their age, because I made a lot of mistakes then and I am still making them. I mention difficulties I've gotten into by doing something that they may be doing. I tell them not to be ashamed of something that goes wrong, because a lot of us have been through the same thing when we were younger. We didn't just get old and

wise—if we are wise—overnight.

I also try to make the children understand that you have to do some type of work in order to gain respect for yourself—and also for the money that you require. Most of them need spending change. So I have them do small things for me here at the school that they can handle without getting hurt.

Some of the jobs—like helping me to sweep or empty trash cans—I give to one person for as long as that person wants to do it. I try to figure out what would be reasonable pay—of course, custodians are at the bottom of the pay scale. One young lady helps me sweep classrooms every day for about an hour: I pay her $12 at the end of the week. My Friday afternoon chalkboard cleaner I give $2.

I've been at this school 16 years, so I've seen a lot of children grow up. Some have done well, and some haven't—they are all still my friends, regardless.

You need a friend when you're down, not when you're up. If these children come to me, it's because they need my help. So I try to make myself available.

Coleman Bowie, Jr., *head custodian and fireman, Chelsea Heights Elementary School, Atlantic City, New Jersey.*

Challenges

Give us a chance to show how good we are, counsels one student—and then help us to outdo ourselves.

My high school French teacher had several subtle ways of improving her students' intellectual self-esteem; her training remains valuable to me now that I'm in college. All of us respected her for her high expectations of us, her confidence that we could meet those expectations, and her own self-discipline and efficiency.

Our teacher graded fairly, was flexible in her evaluation of each student's potential, and gave lots of written and oral feedback on papers and exams. All of these habits showed her respect for our ideas and efforts.

Our teacher was demanding: To me, completing each night's assignment was an accomplishment in itself. Just knowing that I could keep up with the workload (daily grammar exercises, weekly quizzes or exams, and biweekly papers) strengthened my self-confidence. The constant testing of my ability and diligence also provided endless opportunities for realistic evaluation of my strengths and weaknesses and thus for improvement and success.

During class discussion of literature, the teacher encouraged us to speak without hesitation and to examine, then re-explain our ideas when we didn't make them clear the first time. This practice allowed us to determine whether our ideas had logical, legitimate foundations.

Our teacher's methods helped me to fully realize that I could control the degree of my success through the amount of care I put into my work. The idea is simple. It, however, helped build my self-esteem because I began to believe that grades (good or bad) could be real reflections of my ability and effort, rather than results of luck or of the teacher's perceptions or misperceptions.

Our teacher's methods did have their weaknesses, however. The embarrassment of failure could serve as a motivation to success, but the experience was painful for students who had more failures than successes.

Also, these techniques could improve self-esteem only if students respected and trusted the teacher and were interested in the material. In our case, all the students in the class had chosen to be there and were eager to do well.

By setting high intellectual goals and making them accessible, my teacher helped us form realistic and positive images of ourselves as thinkers. She gave me some badly needed self-respect, self-discipline, and an experience of success that has encouraged me ever since.

Jenny Mitchell, *student, Bryn Mawr College, Bryn Mawr, Pennsylvania.*

Our Own Self-Esteem

How can we respect our students if we don't respect ourselves? (A word to our administrators)

As classroom teachers, we constantly seek to raise students' self-esteem. We consider this a part of our professional responsibility. But the energy we give out to students must be replaced. If our self-esteem drops, we don't have so much left to pass on. I think administrators should take some professional responsibility for raising teachers' self-esteem.

If teachers' self-esteem drops, we don't have so much left to pass on. Administrators should take some professional responsibility for raising teachers' self-esteem.

At least one administrator did just that for me. After my first two-and-a-half years of teaching, I transferred to a new school. The principal wanted to mold the faculty into a "family" held together by similar academic goals, a positive attitude toward children's growth, and, most important, love. He made me feel good about myself in small but constant ways—a smile, a positive comment. He also took time for early morning help with lesson plans and for encouraging and practical conversations, especially on Fridays after school.

What advice can we teachers give other administrators who want to show such concern for their faculty? Here are some suggestions.

• Appreciate our professionalism. Classroom teachers need to feel confident in making disciplinary and curriculum decisions. We also need encouragement—perhaps a tuition grant as well as words—to continue advanced education. We need up-to-date materials and as few interruptions of teaching time as possible.

• Smile at us (and at the students)—it costs neither time nor money.

• Be available for day-to-day contact, so that small problems do not have a chance to grow.

• Encourage us to communicate with parents and be open with students.

• Subsidize us with petty cash when we want to buy a new set of ditto masters or classroom games.

• Go to conferences that generate new ideas—and take one of us along, not just the department head.

• Visit classrooms as a friend. Get to know the students and how we interact with them, instead of showing up just once a year for a formal observation.

• Give of yourself to others in and out of school: your family, committees, the community.

• Apply for grants and outside moneys we can use to develop new projects.

• Let parents know you are proud of our accomplishments.

• Congratulate teachers who participate in local politics, theater, or sports.

• Trust that a teacher may have a sound reason for occasionally arriving late or leaving early.

• Support our classroom management. Don't expect us to solve all behavior problems without outside help: Many students need more help than a classroom teacher is trained to give.

• Give us warmth. We will exchange it with one another and pass it on to our students.

Whether a teacher is a rookie or reaching retirement, a smile, a handshake, a word of encouragement can go a long way toward creating an atmosphere for learning and loving. Teachers need to receive as well as give.

Ruth W. Bauer, *English and social studies teacher, Dodd Junior High School, Cheshire, Connecticut.*

I know—and make sure the students know—that they are first-class human beings, not animals I am forced to babysit. The best way to kill self-esteem is to expect little.

High Standards and Love

How can we respect ourselves if we don't respect our students?

In 1974, a beginning teacher from the Black ghetto, I looked forward with enthusiasm to my first job in a posh White school district. By the time I resigned in 1977, I'd discovered that I had merely exchanged one ghetto for another.

I had learned that the community of public education doesn't think much of itself. It believes that its students aren't as disciplined as those in the private sector—or as smart, or as rich, or as likely to go on to college. According to an evaluation by my suburban principal (who held an Ed.D. from Columbia), most of my assignments (like Shakespeare and Chaucer) "contain [ed] terminology beyond students' knowledge and vocabulary." Those effete readings were not "always in the student's [sic] frame of reference [or] relevant to their interests."

Those notions of public school inferiority are myths, just like notions of racial inferiority. And we can fight myths.

First of all, let's begin demanding more of ourselves and our students to show that we really believe in us. Students in my seventh and eighth grade classes can—and do—abide by a strict code of physical and academic discipline. They raise hands for recognition and stand when called upon. They read Shakespeare, Miller, Ibsen, DuBois, Hawthorne, and de Maupassant. They write, not book reports, but real reviews.

Why do they do all this? Because I know—and make sure they know—that they are first-class human beings, not animals I am forced to babysit. The best way to kill their self-esteem is to expect little.

Second, we can fight the myth of inferiority by showing love. Even after eight years of teaching, I still can't believe how many students have never been told that they are worth loving. After putting my arm around one student's shoulder, I found out that she had never seen a man touch a kid except to abuse. For that child, and millions of others like her, what good is the coolly professional android teacher?

I now begin each quarter with three statements to my students:

• I love you.

• I will not abuse you or allow anyone else to abuse you.

• I will not take abuse from you.

I repeat these assertions to the point of saturation. Soon enough, my seventh graders believe them and act on them.

I've really finally escaped the ghetto of poor self-esteem. And I intend to help as many others to freedom as I can in another 20 years in public education. You see, I'm good. And my kids are the best, because they know how demanding my educational policy is. I think it was Socrates who expressed it first: "Who does not surpass the teacher fails the teacher." *That's* pride.

Craig M. Bowman, *English teacher, Alameda Junior High School, Lakewood, Colorado.*

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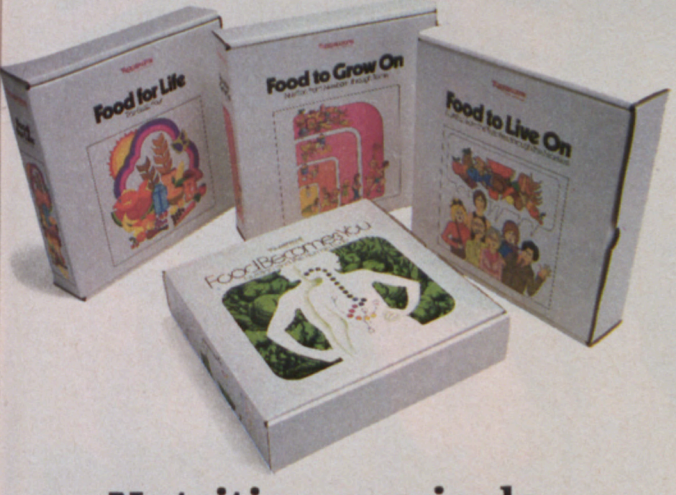

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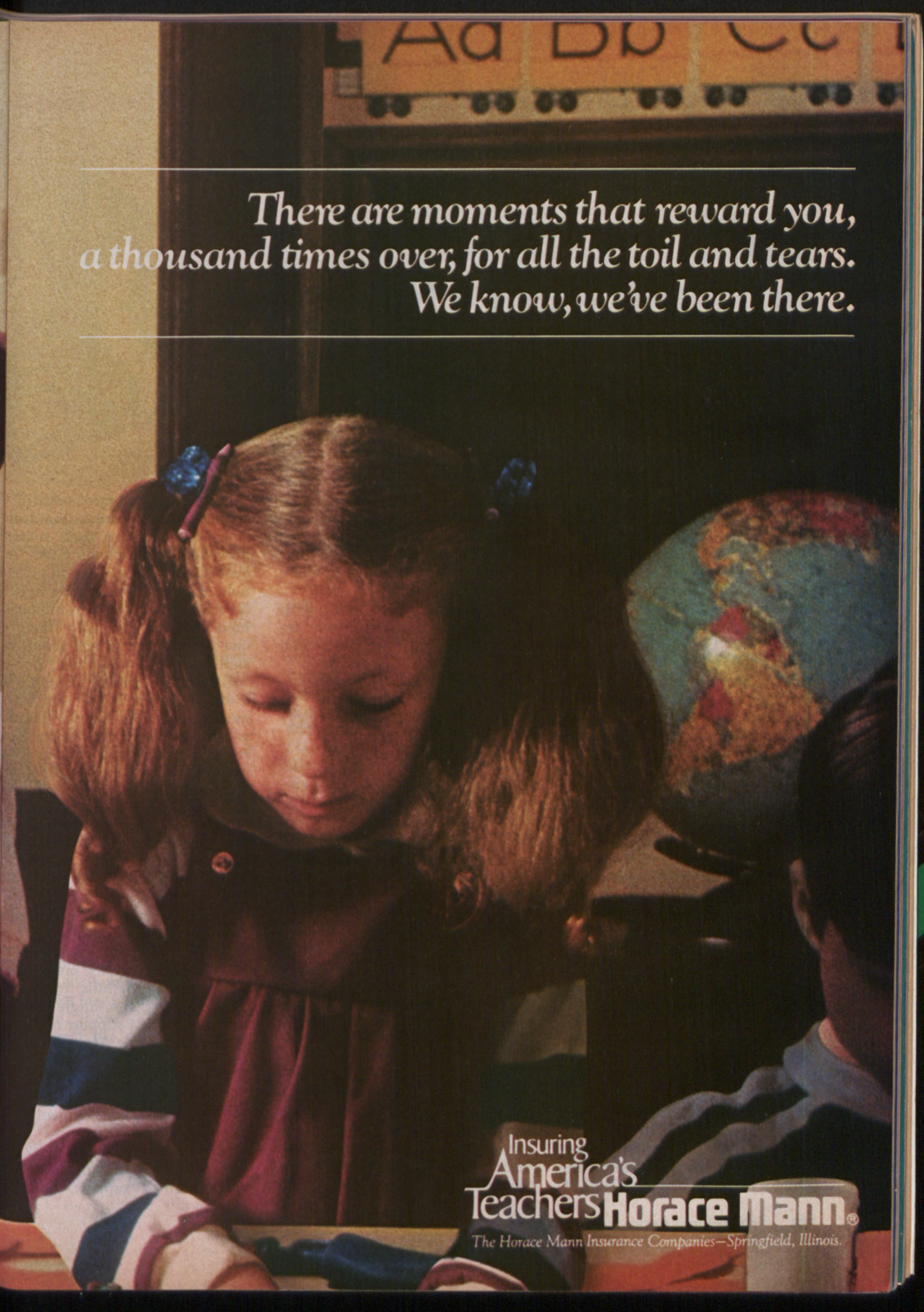
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Children from Single-Parent Homes

ROBERT D. ALLERS

As their numbers grow, so must our sensitivity to their situation.

Single-parent homes are becoming increasingly common in our society. Parents separate or get divorced. Some die. Some do not marry. One result: More children than ever are living with one parent.

The U.S. Census Bureau estimates that in this country about half of the children born in 1982 will live in single-parent homes sometime during their first 18 years. This represents an increase of almost 80 percent in the last decade. Today, nearly 12 million American children (one in five) are living with a single parent. Blacks who are poor make up a larger percentage of single-parent households than any other group.

Women head most single-parent households. Among them, about 42 percent are divorced, 28 percent are separated, 17 percent were never married, and 13 percent are widowed. Only about 10 percent of the children in one-parent homes live with their fathers.

Some teachers may not have any students who live in one-parent homes. Others, however, will find that as many as 90 percent of their class members live in such homes.

When a child loses a parent through divorce or death, the child's behavior at school will often be affected, if only for a time. To expect such children to learn as they did before the change in their family may be to indulge in wishful thinking.

The ways in which living with one parent affects children are now under study. An often-cited research study that appeared in 1980 reported that children from one-parent homes

> ". . . show lower achievement and present more discipline problems than do their . . . peers. . . . They are also absent more often, late to school more often, and may show more health problems as well."

This study does not conclude that the change in family status has caused these problems, but simply suggests "a definite correlation between school performance and family status." Although capable of causing significant stress, a divorce or the death of a parent will in itself seldom provoke the problems cited. Indeed, a given single-parent household may well be as good as or better than a given two-parent household. (This is especially likely if one or both parents lack parenting skills or love for the child.)

One American child in five is living with a single parent.

Generally, however, the child in a single-parent home will have more to deal with than the loss of a parent or temporary separation from a parent. In the case of divorce, many of the problems cited may in fact be the result of unhappiness at home that began before the parents' separation. Fighting, verbal or nonverbal hostility, and other painful and frightening occurrences may have angered or depressed the child.

A cause of stress often inherent in either divorce or death is loss of income. In many two-parent homes, both parents must work simply to pay the bills. When one parent is lost, the single income remaining must support the same family, minus one. The standard of living is almost certain to fall.

In 1981 more than 9 million single mothers had incomes below the poverty level. Difficulty in gaining jobs (particularly those that pay as well as men's), lack of a college degree, inability to secure regular child support, and de-

Children from one-parent homes often take pride in sharing the household responsibilities with their parent.

creases in federal aid to single parents—all channel these families into financial despair.

These families must often move into less expensive housing and adjust to a different life-style. The child may need to change schools, make new friends (at both parents' houses if there are two), and adjust to a limited income.

Reduced income may keep a parent from hiring a babysitter or sending the child to a day-care center. Unless a relative or an agency helps out, the child may become part of an ever-increasing number (now close to 2 million) known as *latchkey children*. These are children who, whether they have one parent or two, come home from school to an empty house.

Some latchkey children do in fact have keys to their homes. Others come home to wait outside, perhaps for hours, until their parent comes home from work. Unsupervised, these children prematurely bear the responsibility for caring for themselves.

Some latchkey children may benefit from their increased responsibility and independence. Others feel rejected, lonely, or afraid—feelings which likely follow them to school the next day. These children are more prone than others to accidents and stand a greater chance of being physically or sexually victimized by peers and nonparental adults.

The child in the single-parent home also suffers increased pressure through the loss of some or all contact with the parent no longer living there. What's more, the child may even lose some contact with the parent living at home. Like the child, a parent will grieve after either a bereavement or a divorce. And parents struggling with their own emotions and needs are often less effective parents. Through all the stages of a loss, parents may show symptoms of stress—depression, anger, anxiety. As their moods change, these parents may be inconsistent in discipline and seem aloof. Noncustodial parents may act the same way when the child visits them, further disorienting the child.

Children who have seen a parent die or have suffered through a divorce often lack the knowledge that would help them begin to cope with these experiences. The remaining parent often has incomplete information—and gives the child less—about the changes in their situation.

A child must thus often draw conclusions about these changes using the little information he or she has—information based on eavesdropping, incomplete explanations, biased reports, even fantasies. Unfortunately, such conclusions are generally inaccurate and often frightening. For example, 20 to 30 percent of the elementary children I've surveyed felt they were partly responsible for their parents' divorce, a burdensome and substantially inaccurate belief.

Finally, the deprivations and dislocations of loss become customary. The one-parent family gradually takes on a new form. It gains stability and consistency and begins afresh. Although the resiliency of families and family members varies, this recovery generally takes about two years.

The child who is living with one parent, then, may find more or different challenges in life than the child living with two. For teachers, the important questions about such a child are—

- Does the child need special attention at school?
- Will the child have more problems at school than a student from a two-parent family?

The child needn't be put automatically into a special program, such as counseling, but teachers

should be attuned to the possible appearance of stress symptoms. The child may or may not have more problems at school, but teachers can do many things to help prevent such problems. Here are some of the most important:

- Notice when a child shows signs of stress, such as daydreaming, acting out, moodiness, depression, withdrawal, truancy, declining grades. Try to determine where the stress is coming from: The source may be a parent's death or a divorce. Then, whatever the source, try to help the child.
- Be a friend. People's value systems often govern the way they approach others. Children from one-parent homes can suffer because adults around them disapprove of their family structure. Let your actions show that the child is OK regardless of family status.
- Gear programs around the child's needs. If a student's parent has died, obtain books and other materials dealing with death that can help all the children accept what has happened.
- Recognize that the school needs as much information about each child as possible, such as the names and phone numbers of noncustodial parents. Parents may be very helpful in devising forms which will elicit this information without confusion or offense.
- Be attuned to comments and assignments that may negatively affect the child. When a teacher asks students to question their fathers about their jobs, a child who has no father may feel very uncomfortable. When a teacher tells a child to have his or her mother sign a note and the child does not see mother during the week, the child may be in a quandary about what to do.

To avoid discomforting such children, speak in general terms when possible. Ask the children to interview "a parent or friend" and suggest that "an adult in your family" sign the note.

- Do not restrict any child's involvement in school activities by setting up events unsuited to the child's family situation. Hold suppers and events for parent and child, or adult and child, not father and son or father and daughter.
- Encourage noncustodial as well as custodial parents to attend conferences and become active in their child's education. Include stepparents, even grandparents. The more adults who are involved in and concerned about the child's education, the better the child will usually feel and perform.
- Urge school authorities to schedule conferences in the evening—and provide baby-sitting services. For many parents, it is difficult to find and pay for baby-sitters while meeting with the teacher. Recruit volunteer high school students (perhaps from a class that includes instruction in child care) to set up a room where parents can leave their small children while attending conferences.
- Help set up low-cost after-school day care for latchkey children, preferably at the school. Such programs now in existence appear very promising, but many more will be needed as more mothers go out to work and governments reduce their support for day-care centers.
- Prepare for unexpected events such as cancellation or early closing of school in bad weather by providing a caretaker for children who have no parent at home.
- Request in-service education that will give greater insight into the experiences and needs of children from one-parent homes.
- Ask the school psychologist, social worker, or counselor to set up support groups for these children. Support groups are highly effective in helping children deal with their changing world.

Just as the child's new environment may bring with it stress and difficulty, it can bring the child new growth and a better life. The move to a new neighborhood may cause fear, but it may also give the child new stimuli from which to learn and grow. Divorce or death may cause separation from a parent but may also create deeper relationships with other family members. Even financial stress may help the family grow as the members find ways to help out.

Most importantly, children may benefit from watching their parents start a new life (perhaps with a new family) that is full and positive. What could be a better model to a child—especially if the parents' life was unhappy before?

Teachers can do many things to help the child living in a single-parent home to meet the challenges and make the best of the situation. Children need education, not only about math and science and spelling, but about life, and death, and how to survive trouble.

A move to a new neighborhood may give the child new stimuli from which to learn and grow. Children may benefit from watching parents start a new life.

Mr. Allers is school psychologist, Forest Hills Public Schools, Grand Rapids, Michigan. His book Divorce, Children and the School *(Princeton Book Company) was published in the spring of 1982.*

NEA is among the organizations cooperating to hold a National Conference on Single Parent Families and Schools, to be held Friday and Saturday, October 22 and 23, in Washington, D.C. For registration information, write The Family Therapy Practice Center, 2153 Newport Pl., N.W., Washington, DC 20037.

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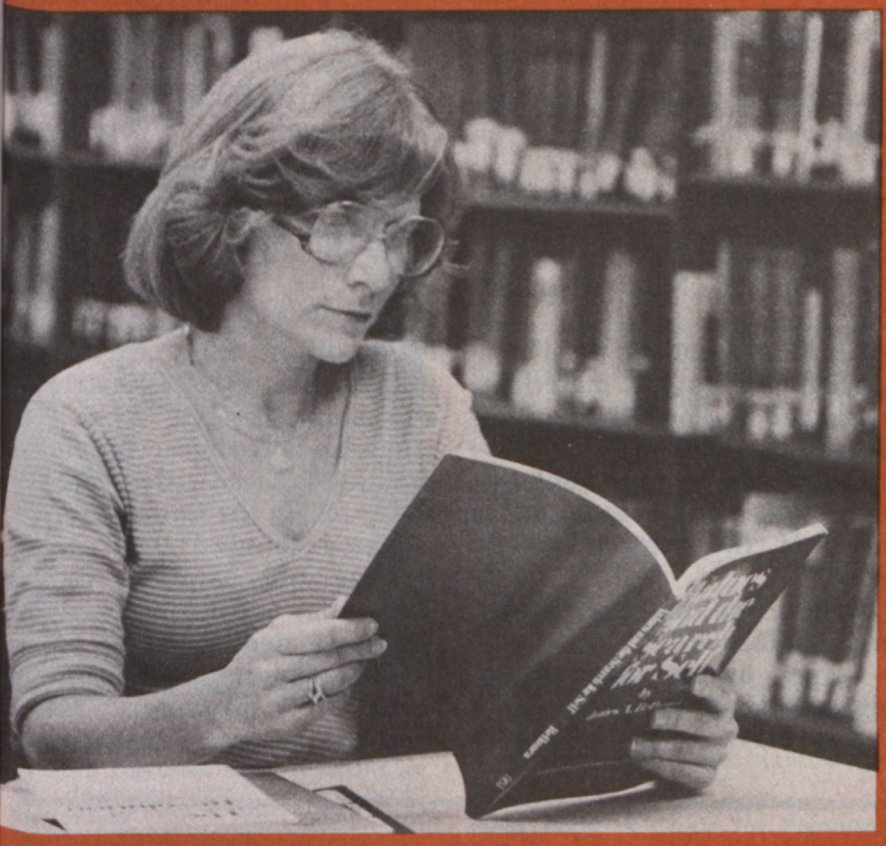

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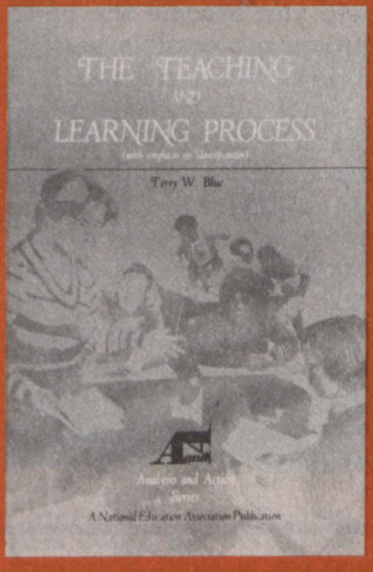

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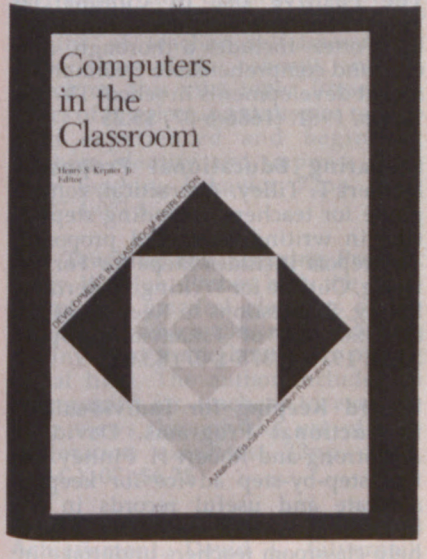

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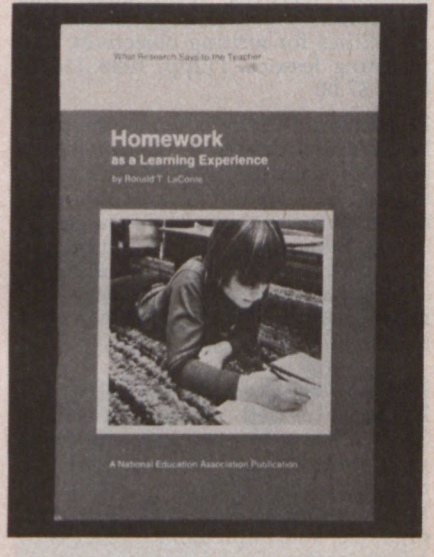

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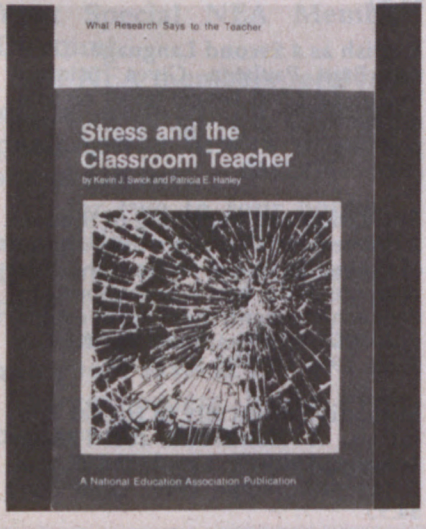
The Middle School: A Bridge Between Elementary and Secondary Schools. Sylvester Kohut, Jr. Contains information about the middle school student, individualized instruction, team teaching and professional staffing; offers guidelines for transformation from junior high to middle school. 32pp. 1976. (1038-8-07) $2.00

Minicourses. Wm. Ray Heitzmann. Discusses the usefulness of the minicourse format and demonstrates the importance of course planning in various areas of the curriculum. Contains two models with complete resource lists for both. 128pp. 1977. (1805-2-07) $5.95

Motivation. Raymond J. Wlodkowski. Explores the systematizing ideas that can be applied to learning environments in accordance with a firm regard for motivation principles. Considers current trends and reviews the basic relationship between motivation and learning—both intrinsic and extrinsic. Revised edition. 32pp. 1982. (1042-6-17) $2.00

Motivation and Teaching: A Practical Guide. Raymond J. Wlodkowski. A carefully organized, extremely practical approach to structuring, on a daily basis, plans to promote and restore student motivation for learning. Contains 82 motivation strategies and specifies how they can be applied in the classroom. 224pp. 1978. (0751-4-07) $9.95

The Newspaper in the Classroom. Wm. Ray Heitzmann. Provides practical suggestions for utilizing the flexibility of the newspaper in the classroom as a motivational device, and also as a subject of study. 31pp. 1979. (1048-5-07) $2.00



Nonverbal Communication. Patrick W. Miller. Explores the research and gives teachers techniques to become better nonverbal "listeners" and "senders." By being more attuned to these cues, teachers can better know when their message is getting across. 32pp. 1981. (1053-1-07) $2.00

Open House in Your School. Helps plan from "Why Have an Open House?" to "Year-Round Follow-Up." Includes essentials such as initial planning, publicity, and bright ideas that really work. 23pp. 1973. (1323-9-07) $2.00

Oral History as a Teaching Approach. John A. Neuenschwander. This report offers a brief handbook for the use of oral history in social studies and language arts classes from the middle grades through college. 46pp. 1976. (1801-X-07) $4.50

Parent Involvement in the Schools. G. John Berclay, Editor. A handbook for educators whose responsibility it is to bring school, home, and community into a cooperative relationship that will benefit all, particularly students. Gives practical guidance to school personnel in planning teacher and parent-teacher workshops, giving parent orientations and other help to familiarize parents with the school. 48pp. 1977. (1502-9-07) $4.75

Parenting. Kevin J. Swick and R. Eleanor Duff. Reviews the research on The Home and the School, Facilitating Parents, Parent Education, The Changing Nature of Parenting, and How Parents and Teachers Can Learn Together. 33pp. 1979. (1047-7-07) $2.00

The Positive Use of Commercial Television with Children. Rosemary Lee Potter. Includes a thorough, concise, and comprehensible treatment of recent developments in school TV use. 126pp. 1981. (1686-6-07) $5.25

Preparing Educational Proposals. Herbert T. Tilley. A practical, concise guide for teachers, including steps to take in writing successful proposals. The report includes Steps for Formulating, Outline for Writing, Criteria for Rating, Suggestions to Keep in Mind, and Sources of Financial Support. 32pp. 1976. (1375-1-07) $3.00

Record Keeping for Individualized Instructional Programs. David G. Armstrong and Robert H. Pinney. Offers step-by-step advice for keeping accurate and useful records in the individualized classroom. Designed to help classroom teachers undertake individualized instruction without fear of increased paperwork. 64pp. 1977. (1601-7-07) $5.95

Sex Role Stereotyping in the Schools. Second revised edition. Elizabeth Hirzler Weiner, Editor. The new edition of this popular book is designed to increase teaching awareness of how sex role stereotyping enters into and narrows the educational process. 120pp. 1980. (1490-1-07) $7.75

Shyness and Reticence in Students. Paul G. Friedman. Provides teachers with insights and understandings concerning the particular kind of shyness that manifests itself in quietness or avoidance of talk by students in the classroom. 48pp. 1980. (1675-0-07) $4.75

Stress and the Classroom Teacher. Patricia Hanley and Kevin J. Swick. Focuses on the nature of stress and effects it has on the classroom teacher. Numerous strategies for reducing stress are reviewed. 32pp. 1980. (1052-3-07) $2.00

Teacher Burnout. Alfred S. Alschuler, et al. A handbook which offers specific, practical suggestions for helping teachers (1) recognize early signs of stress in order to know when it is a problem, and (2) to describe what they

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can do to reduce work related stressors and to choose self-enhancing responses. Includes a Workshop Guide. 96pp. 1980. (1680-7-07) $5.25

Teacher-Centered In-Service Education: Planning and Products. Robert A. Luke. Presents detailed, accurate information on the resources that enable teachers to learn what they want to learn about the art and science of teaching in the ways they want to learn. 72pp. 1980. (1624-6-07) $8.75

Teacher Self-Assessment, A Means for Improving Classroom Instruction. Gerald D. Bailey. Examines the origins of teacher self-assessment, elaborations of the concept, and research on this vital topic. Presents a series of interlocking strategies to help both experienced and beginning teachers identify and improve classroom teaching behavior. 72pp. 1981. (1687-4-07) $5.95

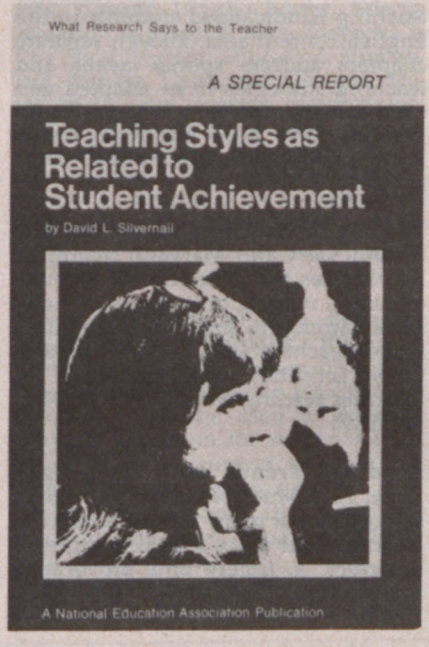
The Teaching and Learning Process. Terry W. Blue. Probes both the theoretical and practical elements of the process in which classroom teachers are involved throughout their professional lives. The author includes an opportunity for teachers to evaluate their views through the use of self-exploration exercises. 72pp. 1981. (1684-X-07) $6.75

Teaching Styles as Related to Student Achievement. David L. Silvernail. Concentrates specifically in the areas of Feedback, The Use of Questions, Structuring Activities, Clarity of Presentation, Task-Oriented Teaching Styles, Enthusiastic Teaching, Classroom Reward Structures, and Student Perceptions of Classroom Climate. 40pp. 1979. (1049-3-07) $2.00

Understanding Intergroup Relations. Jean D. Grambs. Features guidelines to practice in intergroup education, research, advances, and basic concepts. 32pp. 1973. (1029-9-17) $2.00

Unfinished Stories for Facilitating Decision Making in the Elementary Classroom. Elizabeth Hirzler Weiner, Editor. Provides popular stories about elementary students that stop at the moment of decision. Excellent materials for writing projects, story telling, dramatization, role-playing, etc. 80pp. 1980. (1678-5-07) $6.75

Values and the Search for Self. James A. Bellanca. Explores the interrelationships of valuing, thinking, and feeling that make self-directed learning possible for both teacher and learner. 128pp. 1975. (1356-5-07) $6.95

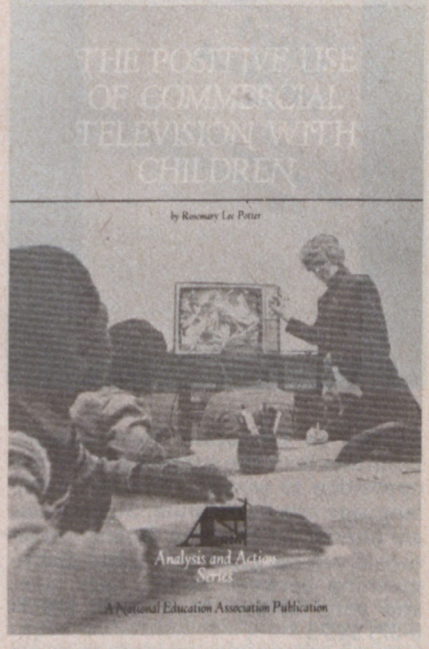


Values Concepts and Techniques. A collection of background readings designed as a comprehensive overview of the instruction and curriculum development aspects of values education. Authors include Sidney Simon, Louis Raths, Jack Fraenkel, Lawrence Kohlberg, David Purpel and Kevin Ryan, Peter Scharf, Gwendolyn C. Baker, and Barry Beyer. 312pp. Revised 1982. (1487-1-07) $9.95

Values Education. Michael Silver. This report offers a comparative study of the numerous approaches to values education: values clarification, moral reasoning, values analysis, role playing, confluent education, and action learning. 128pp. 1976. (1810-9-07) $5.95

Values Education and the Study of Other Cultures. Alan L. Lockwood. Guidelines for the selection, organization, and implementation of studies of other cultures. Includes lesson plans for the investigation of other cultures. 24pp. 1976. (1600-9-07) $4.75

Values Teaching. Sheralyn S. Goldbecker. This research survey of values education literature is a concise, practical look at the whole field of values and teaching. Comprehensive reference and reading lists are included. 32pp. 1976. (1039-6-07) $2.00



What Every Teacher Should Know About Student Rights. Eve Cary. A survey of laws concerning the rights of students in and out of school. 41pp. 1975. (0547-3-07) $4.95

Women's Studies. Gail T. McLure and John W. McLure. Discusses the need for changes in the sex roles and the theory and practice of sex role development and presents "A New Model" with suggestions for its implementation. 80pp. 1977. (1821-4-07) $5.50

ENGLISH/LANGUAGE ARTS

Composition: A Media Approach. Frederick B. Tuttle, Jr. Explores the various ways of helping students develop their composition abilities through various visually oriented activities. Numerous classroom examples and projects are included, as well as suggested approaches for individualizing learning. 96pp. 1978. (1499-5-07) $6.50

Dorothy Heathcote: Drama as a Learning Medium. Betty Jane Wagner. The author has worked closely with Dorothy Heathcote, observing her at work, taping her sessions with students, and interviewing her. The Heathcote method enbles a teacher to impart information, as well as affective content, at all levels through teacher-guided dramatic improvisation. 238pp. 1976. (1381-6-07) $12.95

Elements of Early Reading Instruction. R. Baird Shuman. Deals with such topics as the learning process of young children, reading readiness, basal readers, phonics, linguistics, miscue analysis, and dialects. A comprehensive but concise treatment of all major reading concerns of classroom teachers. 96pp. 1979. (1623-8-07) $6.95

English, Education in the 80's. R. Baird Shuman, Editor. Considers a broad range of topics for today's teachers including separate attention to writing, literature, language, reading, the training of English teachers, media, English as a second language, and needed research. 168pp. 1981. Cloth (3152-0-07) $12.95; paper (3151-2-07) $8.95

Fantasy in Literature. John Aquino. Examines both the support for and the opposition to works of fantasy in the language arts curriculum. Suggestions are offered for teaching fantasy literature at various grade levels and distinguishing between myths, fairy tales, and pure fantasy. 64pp. 1977. (1817-6-07) $4.75

Film in the Language Arts Class. John Aquino. Discusses the ways in which film may be used to extend and enrich the study of literature. 56pp. 1976 (1811-7-07) $4.25

Gifted and Talented in the English Classroom, Teaching the. William W. West. Discusses characteristics of the gifted in English and provides practical suggestions and activities to help the teacher identify these students. It also presents a design for a lesson sequence, an example of a teaching sequence, suggestions for selecting unit themes, and activities to develop upper-level skills. 48pp. 1980. (0734-4-07) $4.75

Handicapped Students in the English Classroom, Teaching. Jane Price, Editor. Offers a myriad of suggestions for teaching handicapped students in the English content area. Sixteen separate chapters address special needs and teaching strategies to be adapted and tried at many different levels. All suggestions have been classroom tested with positive results. 64pp. 1981 (3176-8-07) $7.50

Reading Instruction in the Middle School. Gary and Maryann Manning. Emphasizes the necessity for a developmental reading program as a whole-school-approach, and provides middle school teachers with concrete suggestions, activities, and strategies for teaching reading. 96pp. 1979. (1707-2-07) $5.95

Reading: Trends and Challenges. Roger Farr. Much research in this field suggests what many people assume to be true about today's reading scores is incorrect. A timely and provocative monograph. 32pp. 1981. (1054-X-07) $2.00

Science Fiction as Literature. John Aquino. Discusses science fiction as a subject in the language arts curriculum in the middle grades as well as in the high school. Offers practical suggestions for guiding discussions of specific works of science fiction and relating them to many areas of language arts. 64pp. 1976. (1804-4-07) $4.75

Spelling in the Middle Grades, Improving. Maryann and Gary Manning. The material is presented in three parts: (1) a review of recommended instructional practices, (2) alternative spelling views, (3) classroom strategies and activities to help teachers make spelling useful and enjoyable. 48pp. 1981. (1685-8-07) $4.95

Spelling: The Application of Research Findings. Ruel A. Allred. The author of this report believes that to achieve the best results, it is critical for teachers to understand the spelling process and use effective, proven teaching methods. To do this they need to be able to identify valid research findings and know how to apply them in the classroom. 64pp. 1977. (1700-5-07) $4.95

Strategies in Teaching Reading: Secondary. R. Baird Shuman. Offers English and reading teachers in both middle grades and high school a source of immediately usable ideas for teaching reading. Techniques described range from diagnosis to prescription and treatment. Gives special attention to such concerns as the nonreader, dialects, miscue analysis, the slow reader, and reading assignments. 128pp. 1978. (1716-1-07) $6.25

HEALTH/PHYSICAL EDUCATION/RECREATION

Adventure Education. David E. Wood and James C. Gillis, Jr. Contains a brief history of the Outward Bound adventure-type programs, a summary of relevant research with an extensive bibliography, and practical how-to information in the form of problem-solving activities. Prepared as a primer for practitioners interested in this area of instruction at the upper elementary, middle, and secondary levels. 56pp. 1979. (1677-7-07) $4.75

Handicapped Students in Physical Education Classes, Teaching. G. Robert Roice, Editor. The wide variety of teaching strategies, examples, activities, and projects explored in this publication are designed to help the physical educator who has no (or minimal) experience in working with handicapped students. Ideas are presented for teachers of both elementary and secondary levels. 48pp. 1981. (3178-4-07) $7.50

Health Education, Education in the 80's. Robert D. Russell, Editor. A far-seeing, practical book for those who are now practitioners in schools or are planning to become health educators. Holistic health is a critical concern throughout, with special attention to such areas as stress reduction, non-scientific healing, sexism and ageism, drugs, death education, and values. 128pp. 1981. Cloth (3154-7-07) $12.95; paper (3153-9-07) $8.95

Humanism and Behaviorism in Physical Education. Robert E. Gensemer. Provides a theoretical and historical perspective for understanding two philosophies which have had far-reaching influence on educational thought. The author first offers a comparison of the two systems. He then combines the two in an educational

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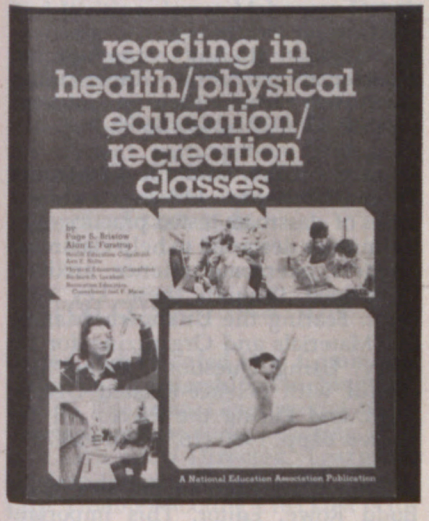
design. 128pp. 1980. (1488-X-07) $8.95

Leisure: Perspectives on Education and Policy. Max Kaplan. Discusses leisure through specific educational perspectives, such as language, futurology, the arts and recreation, and human values and religion. Aging, the urban framework, business/labor, and new work patterns are among the related social policy perspectives considered. 128pp. 1978. (1494-4-07) $8.95

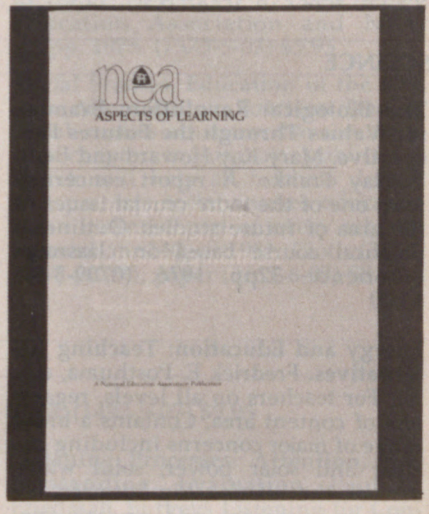


Movement Education. Robert E. Gensemer. Presents the ancient ideal of mind-body integration and applies it to motor learning by means of a problem-solving approach. Provides numerous examples of specific lessons, many of which require no special equipment. Poses a strong case, supported by research, that the mind and body act as a whole and suggests approaches for blending theory and practice. 80pp. 1979. (1823-0-07) $5.95

Physical Education, Education in the 80's. Celeste Ulrich, Editor. Special attention is given to such concerns as The New Physical Education, Humanism, Fitness, Curricular Designs, Motor Skills, and various research elements which directly affect physical education classes. Contributors include Linda L. Bain, Ann E. Jewett, March L. Krotee, Ann L. Rothstein, and LeRoy T. Walker. 104pp. 1982. Cloth (3160-1-07) $12.95; paper (3159-8-07) $8.95

Physical Education: The Behavior Modification Approach. Robert J. Presbie and Paul L. Brown. Discusses ways in which behavior modification techniques can be used to enhance physical education for students at all levels. Reviews current practice and offers ideas for introducing behavior modification methods into a school's physical education program. 128pp. 1977. (1702-1-07) $5.50

Reading in Health/Physical Education/Recreation Classes. Page S. Bristow and Alan E. Farstrup. Provides practical, uncomplicated suggestions for identifying the broad categories of difficulties students often have in reading textbooks, written instructions, rules, etc., and offers realistic ideas to help the physical educator help the students. A valuable reference and teaching aid. 72pp. 1981. (3206-3-07) $6.95

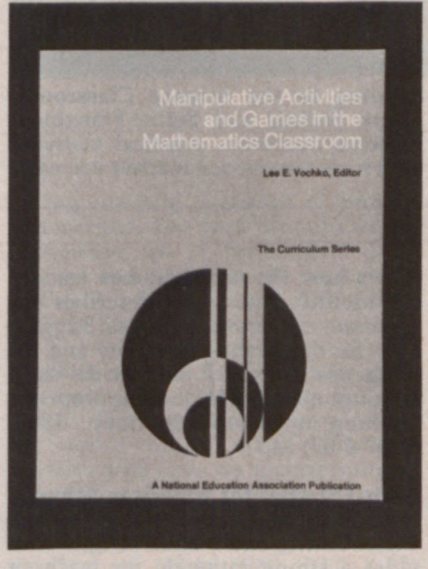


MATHEMATICS

Geometric Selections for Middle School Teachers (5-9). Douglas B. Aichele and Melfried Olson. Written for middle school teachers without specialized backgrounds in geometry. Presented in three parts: (1) the place of geometry in middle school curriculum, (2) suggested activities and exercises for use with students, (3) sources for further study. 96pp. 1981. (1720-X-07) $9.95

Gifted and Talented in the Mathematics Classrooms, Teaching the. William C. George and Kevin G. Bartkovich. The practical aspects of teaching are emphasized in this publication: Identification, Approaches, Teaching Strategies, Implementation, Evaluation, Teacher Selection, Textbook Selection, and Accelerative Options. 48pp. 1980. (0738-7-07) $4.75

Handicapped Students in the Mathematics Classroom, Teaching. Ellen Mary Brockmann, Editor. Offers instructional techniques for basic skills and problem solving, and the development of mathematical tools for handicapped students' independent living. The Editor stresses ". . .handicapped children. . .as members of your class. . .have many more things in common than differences." 64pp. 1981. (3177-6-07) $7.50



Manipulative Activities and Games in the Mathematics Classroom. Lee E. Vochko, Editor. Twenty-two practical, easy-to-adopt approaches for interesting students in mathematical concepts. Individual chapters treat such topics as problem solving, the decimal system, computers in the classroom, place values, percentages, and fractions. 112pp. 1979. (1706-4-07) $7.25

Mathematics, Education in the 80's. Shirley A. Hill, Editor. Among the fourteen outstanding mathematics educators who contribute to this timely and major publication are Elizabeth Fennema, James T. Fey, Jane D. Gawronski, Mary Grace Kantowski, Robert E. Reys, and Albert P. Shulte. 120pp. 1982. Cloth (3156-3-07) $12.95; paper (3155-5-07) $8.95

Mathematics Teacher Education. Douglas B. Aichele, Editor. Presents a variety of overviews, position papers, and program descriptions to provide an objective base for making decisions in mathematics teacher education. Includes chapters by Kathryn Castle, Earl E. Hasz, John C. Mihalko, Frank Rogers, and Karen Skuldt. 64 pp. 1978. (1618-1-07) $7.50

Metric Education. Sheralyn S. Goldbecker. A survey of the use of the metric system, including techniques for an effective conversion from the cus-

tomary system of measurement to the new metric system. 32pp. 1976. (1040-X-07) $2.00

Metrics for Elementary and Middle Schools. V. Ray Kurtz. Designed for those who want a practical, realistic approach for teaching metrics. Offers numerous suggestions for introducing metrics throughout the whole curriculum with primary emphasis on mathematics. 120pp. 1978. (1714-5-07) $5.95

Minicalculators in the Classroom. Joseph R. Caravella. Explores the positive contributions of the minicalculator to basic education. A group of classroom activities keyed to various functions of the minicalculator completes the report. 64pp. 1977. (1812-5-07) $3.50

Reading in the Mathematics Classroom. Cyrus F. Smith, Jr. and Henry S. Kepner, Jr. The purpose of this book is to help mathematics teachers help students learn how to read the language of mathematics. The style is clear, straightforward, and comprehensible. Special attention is given to The Instructional Framework. The Structural Overview, Mathematics Vocabulary, Word Problems, and Materials. 64pp. 1981. (3203-9-07) $6.95

SCIENCE

The Biological Revolution: Examining Values Through the Futures Perspective. Mary Kay Howard and Betty Barclay Franks. A report concerned with one of the more crucial issues in the area of future studies. Outlines a practical course based on classroom experience. 32pp. 1976. (0709-3-07) $3.00

Energy and Education: Teaching Alternatives. Fredrick E. Posthuma, editor. For teachers on all levels, regardless of content area. Contains a broad range of major concerns including nuclear and solar power, solid waste, aerosol, the relationship between leisure and energy, and energy consumption. Provides two complete Mini-Units, a resource list of selected materials, and four lesson plans. 144pp. 1978. (1492-8-07) $8.95.

Gifted and Talented in the Science Classroom, Teaching the. William D. Romey. Includes many science activities for the gifted for use in the classroom. Considers such concerns as: what makes a scientist gifted? how is giftedness a burden? how do gifted and talented students react to the Problem-Centeredness approach? to the Student-Centeredness approach? what about the basics? 64pp. 1980. (0736-0-07) $5.50

Handicapped Students in the Science Classroom, Teaching. Marshall Corrick, Editor. A carefully selected group of teaching strategies for science teachers to use in the classroom. The focus throughout is on the practical, with a myriad of ideas regarding the adaptation of present materials (and teacher/student created materials) to the needs of special students. 88pp. 1981. (3179-2-07) $7.50

Reading in the Science Classroom. Judith Bechtel and Bettie Franzblau. Presents numerous practical methods by which the science teacher can easily incorporate reading instruction into the science curriculum without taking time away from teaching content. 64pp. 1980. (3201-2-07) $6.95

Science Anxiety and the Classroom Teacher. Donald C. Orlich. Provides a series of classroom tested practices and techniques designed to help classroom teachers overcome science anxiety. Developed through these key concepts: Fearing the Unknown, Managing Materials and Organizing for Inquiry, Using Questions, Being Successful with Science-Related Discussions, and Fitting the Pieces All Together. 64pp. 1980 (1679-3-07) $6.75

Science, Education in the 80's. Mary Budd Rowe, Editor. This important book includes chapters by David P. Butts, David W. Johnson, Roger T. Johnson, James R. Okey, Lillian C. McDermott and nine other distinguished science educators. 184pp. 1982. Cloth (3162-8-07) $14.95; paper (3161-X-07) $10.95

Technical and Scientific Writing. Sarah H. Collins and Frederick B. Tuttle, Jr. A practical approach to teaching scientific and technical writing for high school teachers. The book provides specific applications of principles of technical and scientific writing together with annotated examples of the types of writing discussed. 127pp. 1979. (1718-8-07) $6.95

SOCIAL STUDIES

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Phillip A. Heath and Thomas Weible. The emphasis throughout is placed upon approaches and strategies to help teachers who have limited background and experience in teaching decision making skills. A complete Resource Unit is included, as well as a comprehensive selection of teacher resources. 72pp. 1979. (1516-9-07) $5.95

Gifted and Talented in the Social Studies Classroom, Teaching the. Paul D. Plowman. Describes the characteristics of the gifted and talented, shows how the social studies teacher can identify them, and describes appropriate classroom strategies. Suggestions for developing creativity and intelligence are used to provide challenging, meaningful, and appropriate learning opportunities. 56pp. 1980. (0737-9-07) $4.75

Global Studies for American Schools. Howard D. Mehlinger, Harry Hutson, Victor Smith, and B'Ann Wright. Provides a strong rationale for teaching global studies across the curriculum and integrated throughout the grade levels. Teaching strategies are provided through sample lessons for six units of study. Suggestions are included for evaluation, as well as a selective list of global studies resources. 88pp. 1979. (1824-9-07) $6.50

Handicapped Students in the Social Studies Classroom, Teaching. Terry Shaw, Editor. Offers a myriad of suggestions for teaching handicapped students in the social studies content area. Each author addresses the special needs and teaching strategies to be adapted and tried at many different levels. All suggestions have been classroom tested with positive results. 64pp. 1981. (3180-6-07) $7.50

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Law Enforcement Education in the Middle Grades: Police/Student Relations. Phyllis McDonald. The Police/Student Relations program seeks to stimulate the logical thought processes of students to bring about attitude change through the delivery of a direct, adult message which provides students with information upon which to base decisions about individual behavior. 96pp. 1978. (1710-2-07) $5.95

Local History, A Guide for Research and Writing. James Mahoney. Details each step of a local history project from its inception through writing and publication. . .including suggestions for selecting and financing the project. The author provides specific material on student participation, increasing enthusiasm and motivation, and implementing follow-up activities. 64pp. 1981. (1682-3-07) $5.25

Multiethnic Education, Education in the 80's. James A. Banks, Editor. The eighteen chapters use a combination of philosophical background, historical perspectives, and research analysis. Some of the topics discussed are cultural pluralism, language diversity, cross-cultural counseling, testing and assessment practices, and teacher preparation. 192pp. 1981. Cloth (3158-X-07) $14.95; paper (3157-1-07) $10.95

People, Law, and the Futures Perspective. Betty Barclay Franks and Mary Kay Howard. Provides an interdisciplinary unit which will be useful to educators at most grade levels. Gives specific activities and sources. Arranged around these five topics: Change, Rights, Law, Crime, Justice. 56pp. 1979. (1676-9-07) $3.50

Reading in the Social Studies Classroom. Terry L. Bullock and Karl D. Hesse. This publication is designed to help social studies teachers who have had no special training in reading but who realize their students need help in reading social studies materials. 64pp. 1981. (3202-0-07) $6.95

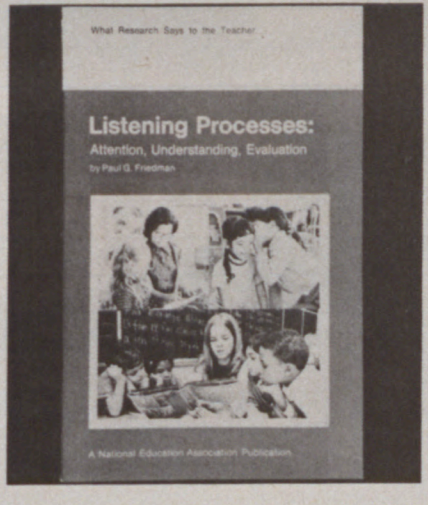
Roots of America. A multiethnic curriculum resource guide for 7th, 8th, and 9th grade social studies teachers. Ethnic American experiences considered are Black, Italian, Japanese, Jewish, Mexican, Native, Polish, and Puerto Rican. Developed by New Jersey Education Association and NEA. 192pp. 1975. (1373-5-07) $5.95

Social Studies, Education in the 80's. Jack Allen, Editor. Fourteen leading social studies educators have contributed chapters to this major publication which will help all teachers defend and promote social studies education as an essential part of every school's curriculum. 140pp. 1981. Cloth (3164-4-07) $12.95; paper (3163-6-07) $8.95

SPEECH COMMUNICATION

Gifted and Talented Oral Communication and Leadership, Teaching the. Paul G. Friedman. Gives special attention to Choice-Making, Learning How to Learn, Self-Directed Learning, Leaders Support Group, and Internship. Trouble-shooting Checklist is included, as well as suggestions on Evaluating Programs. A comprehensive report written in an extremely readable style. 80pp. 1980. (0739-5-07) $5.75

Interpersonal Communication: Innovations in Instruction. Paul G. Friedman. Contains teaching strategies and numerous classroom activities. Provides new topics and techniques for instruction, counseling and humanistic psychology, and features ways of growth previously used chiefly in workshops that now can be transferred to classroom settings. 160pp. 1978. (1497-9-07) $9.95



Listening Processes: Attention, Understanding, Evaluation. Paul G. Friedman. Surveys Listening for Content, Emotions, and Aesthetic Response. In each instance, the focus is on attention, understanding, and evaluation. 32pp. 1978. (1046-9-07) $2.00

Speech Communication, Education in the 80's. Gustav W. Friedrich, Editor. In this stimulating collection of wide ranging essays on all critical aspects of speech communication, twenty-six key educators focus their attention on the needs of the teacher in this present decade. 176pp. 1981. Cloth (3166-0-07) $13.95; paper (3165-2-07) $9.95

VOCATIONAL EDUCATION

Career Education. John H. Wilson. Provides an overview of the developments in this field of study and considers its present and future potential, as well as some of the problems in evaluating results. 33pp. 1977. (1043-4-07) $2.00

Career Education and Vocational Education. Irene Clements. Defines career education and vocational education, discussing the likeness and differences of the two areas. 32pp. 1977. (1606-8-07) $4.25

Handicapped Students in Vocational Education Classes, Teaching. Mary Jane Palomaki, Editor. Presents specific teaching strategies for vocational education classes, all of which have proven successful. In addition to providing concrete examples of projects and methods, the book contains a comprehensive list of recommended resources and addresses of sources for further information. 96pp. 1981. (3181-4-07) $7.50

Reading in the Business Education Classroom. Larry Mikulecky and Rita Haugh. The authors show easy, practical, non-technical ways in which teachers who have no special training in teaching reading can help their students improve their reading comprehension of textbooks, assignments, instruction, etc. 48pp. 1980. (3208-X-07) $6.95

Technical and Scientific Writing. Sarah H. Collins and Frederick B. Tuttle, Jr. A practical approach to teaching scientific and technical writing for high school teachers. The book provides specific applications of principles of technical and scientific writing together with annotated examples of the types of writing discussed. 127pp. 1979. (1718-8-07) $6.95

Vocational Education, Education in the 80's. Nancy K. Christian, Editor. Some of the chapter titles in this major publication for vocational education teachers are The Gap Between General and Vocational Education, Teacher Training, Unemployed Youth, Cooperative Work Experiences, Career Guidance, and Job Placement. 120pp. 1982. Cloth (3168-7-07) $12.95; paper (3167-9-07) $8.95

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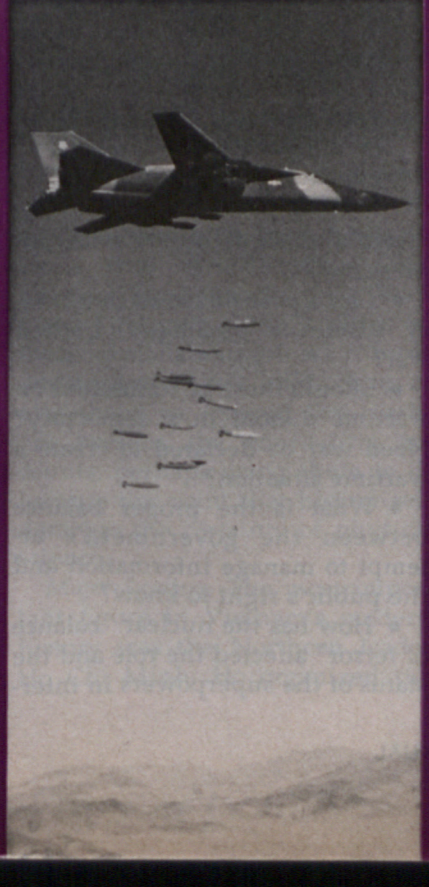

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The Vietnam Experience in Perspective

RONALD J. NURSE and DAN B. FLEMING

Our longest war was perhaps our most misunderstood.

In 1961 President John F. Kennedy's Inaugural Address exhilarated the nation:

> "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

A decade later, those words rang hollow. The U.S. involvement in Vietnam had transformed a youthfully confident nation into one confused and disillusioned. We had borne a heavy burden and paid a stern price. We knew the cold statistics: 57,000 young Americans dead, 300,000 wounded, a cost of $150 billion. What we did not know and may still not know is, Why?

This lingering mystery affords students the opportunity to struggle with issues they will later confront as voters. And this opportunity suggests that the topic deserves a sustained effort to bring it into our school curriculums.

Teachers will find an examination of the U.S. effort in Vietnam valuable in provoking students to examine U.S. goals in both domestic and foreign policy. Study of the War brings into focus issues with which we as a nation are still grappling:

- To what extent can the United States have both "guns and butter" in our time?
- Can we support everyone who calls on us in the name of liberty, or do we have to be selective in our choices? (Did Vietnam represent a clash of liberty with oppression?)
- Can a postindustrial democracy sustain a prolonged, limited war?
- Should there be limitations on wartime dissent in a democracy? Need war be declared to create a wartime situation?
- What is the proper balance between the government's attempt to manage information and the public's right to know?
- How has the nuclear "balance of terror" affected the role and the status of the superpowers in international conflicts?

We urge care: Teaching about the Vietnam War is surprisingly complex.

These are but a few of the issue that discussion of the Vietnam ex perience can bring to life in th classroom. Nonetheless, we urg care in preparing to present th topic: Teaching about the Vietnar War is surprisingly complex. Al though the superficial facts abou the War are well-known, a grea deal of confusion and misinforma tion remains. Textbooks are ofte inadequate and unreliable. Emo tionalism and bias still exist. Con troversy remains.

Despite these obstacles, th study of the Vietnam War can be useful part of the curriculum. Par ticularly pertinent in courses i U.S. and world history and world geography, it also can be a valu able topic for English and commu nications courses that focus on th impact of the mass media.

In preparing this article, we ana lyzed 10 recent editions of second ary U.S. history textbooks to deter mine what coverage and balanc they give to the war in Vietnam They generally focused on politi cal and military aspects of the con flict, often slighting or ignorin key sociological issues and domes tic events in both countries. De spite these limitations, we found that several authors were even handed in their treatment of topic

Vietnamese villagers return the fire of U.S. helicopters in *Apocalypse Now*, a United Artists film on the War.

and attempted to present an objective view.

In any adequate study of the War, several major issues and events deserve serious attention. For some of these, teachers will be able to rely on textbooks; for others, they will need to turn to alternative sources of information. A list of key topics (including observations on what we uncovered in textbooks) follows.

Vietnamese Culture. Most texts disregard the Vietnamese cultural setting. This is a major deficiency. Without this background to set the stage for the entire conflict, study of the War lacks perspective. Frances FitzGerald, in her award-winning book *Fire in the Lake: The Vietnamese and the Americans in Vietnam*, shows how cultural differences between the Americans and the Vietnamese led to misjudgments, mistakes, and misunderstandings.

Early Stages. For Vietnam, both North and South, this was a "Thirty Years' War" (1945-75)—against first the Japanese, then the French, then the Americans. Teachers should include background information on U.S. relations with Vietnam in the late forties and early fifties, stressing the events that led to the Geneva Accords of 1954.

Textbooks convey considerable confusion about the Geneva Accords, particularly about those sections that scheduled a 1956 election intended to unify Vietnam. Textbook authors differ in their explanations of why those elections were not held. Here, as elsewhere, we suggest that teachers present the conflicting accounts, perhaps using them to illustrate the point that history seldom has the certainty of physical science.

Major Leaders. The most important figure in Vietnam's modern history was the Northern leader Ho Chi Minh. Ho organized the Communist movement in Vietnam, was active in the war against the French, created the government of North Vietnam, and led the war against the South and the United States. Ho's role as a nationalist leader and military strategist is usually included in texts, but some omit him completely.

The second key Vietnamese leader was the Southerner Ngo Dinh Diem. Until his overthrow in 1963, Diem led the fight against Ho's movement and was America's main ally. Textbooks vary considerably on the role the United States played in Diem's demise. Some attribute his assassination directly to the United States, while others avoid the subject. Most call attention to the corruption of the Diem regime and to the domestic and U.S. dissatisfaction with his policies.

War Aims. Foreign policy experts still debate U.S. aims in the Vietnam War. Teachers will find that

In another scene from *Apocalypse Now*, U.S. troops, with helicopter cover, land in a Vietnamese village

this topic runs throughout any systematic study of our involvement in Vietnam. It is perhaps the question around which teachers may most easily organize other topics.

President Eisenhower first used the phrase *domino theory* in 1954, likening the countries of Southeast Asia to a "row of dominoes." He suggested that if the Communists seized control of Vietnam, they would soon topple other regimes in the area. Most texts offer this still controversial theory as a main reason for U.S. involvement in Vietnam.

Critics of U.S. history textbooks challenge this explanation as overly simplistic. They further charge that many textbook narratives are unclear about U.S. aims in Vietnam. This uncertainty may, however, simply reflect the uncertainty and confusion that policymakers and the public felt at the time of the conflict.

Tonkin Gulf Resolution of 1964. Many members of Congress believed that in passing this Resolution they were responding to an unprovoked North Vietnamese attack on U.S. destroyers in the Gulf of Tonkin. Thus Congress overwhelmingly authorized President Lyndon Johnson to do what he considered necessary to halt Communist "aggression" in Southeast Asia. Questions remain over the nature of the provocation resulting in the Resolution. The Pentagon Papers (a collection of classified government documents released without authorization) later revealed that the North Vietnamese attack was an answer to a U.S. raid on North Vietnamese islands. Since the Tonkin Gulf Resolution served as the legal basis for further escalation of the War, its passage merits close scrutiny.

Five of the texts we analyzed cast varying degrees of doubt on the accuracy of the official Administration explanation of the Tonkin Gulf incident and the resulting Resolution. Two omitted the topic, and three had no comment on the justifiability of the official U.S. policy.

The U.S. Antiwar Movement. Students whose awareness of the world has developed since the mid-1970's may find it difficult t grasp the intensity of the antiwa movement. Although all the tex books we examined give some at tention to this topic, treatment var ies considerably.

Teachers can use the Vietnam antiwar movement as a spring board to more general issues. How far should critics of a war be allowed to go in their dissent? I an antiwar leader who gives en couragement to the enemy a trai tor? Does a government have a right to control antiwar activities in the name of national security? I so, how far may such control go? Teachers might use these ques tions to prompt students to con duct personal interviews with ac tivists from both sides of the na tional debate on the War.

The Media. Of necessity, what the media chose to present, and how they chose to present it, great ly affected the public perception of the War and the movements it evoked. Yet textbooks give little attention to the impact of the me dia. To make students aware that the choice and editing of media

content has definite consequences, teachers might have them examine television coverage of a current war (unfortunately, there often *is* a current war) and record their reactions. Do daily scenes of war on television heighten awareness of the grimness of war? Or do they make people callous and lead them to tune out the entire experience?

The widely differing media accounts of antiwar demonstrations will illustrate the effect of the perspective the media choose to take on a topic. Students can learn much about the growth of historical perceptions by discussing a few examples.

Peace Talks and War Costs. Textbooks give scant attention to the Paris peace talks that began in 1968, the prolonged negotiations that ensued, and the strategic alternatives open to the United States. They also neglect the concepts of "saving face" and national pride, both of which figured prominently in discussions at the time.

Figures for the actual dollar costs of the War and the numbers of those killed and wounded are readily available. Disagreement remains, however, as to the accuracy of the financial statistics. In addition, the texts do not adequately treat the long-range economic, social, political, moral, and psychological costs of the War. They also avoid the topics of wartime atrocities and of amnesty for American draft evaders.

Teachers will need to remind students that our experiences in Vietnam, along with the assassinations of U.S. leaders and the end of the era of cheap energy, contributed to a sense of pessimism in the late 1960's and early 1970's. To a nation accustomed to optimism, these setbacks were unsettling.

Nixon, Withdrawal, and Moral Issues. Textbooks generally present only sketchy descriptions of President Richard M. Nixon's stewardship of the War, his policy of *Vietnamization*, and the 1973 cease-fire agreement that Secretary of State Henry Kissinger and North Vietnamese officials negotiated. Also slighted are critically important moral issues: the shootings of antiwar demonstrators at Kent State, the use of napalm and the defoliant Agent Orange, and the My Lai massacre and subsequent trial of Lieutenant William Calley. While restrictions on class time will, as always, force teachers to be selective, the Calley case, like the Nuremberg Trials before it, provides an excellent opportunity to explore the psychology of the individual torn by multiple loyalties, the place of personal morality during wartime, and the limits to a soldier's responsibility to carry out military orders.

Americans are fond of the phrase *the lessons of history.* What are the lessons of Vietnam? What can we learn—of strategy, morals, geopolitics—from this experience that will sharpen our sense of direction in the future? What parallels exist, for example, between our attitude toward Vietnam and our current attitude toward the nations of the Middle East and Central and South America?

Students should weigh the many and conflicting lessons of Vietnam. Their study will almost surely produce no firm conclusions. It may, however, prepare them for issues they will one day confront, not as academic puzzles, but as pressing personal dilemmas.

Dr. Nurse is associate professor of American History, and Dr. Fleming an associate professor of Social Studies Education at Virginia Polytechnic Institute and State University, Blacksburg.

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Nuclear Disarmament

CHRISTOPHER JOHNSON

Which way security? The debate over the arms race—and our future—deserves a place in our curriculums.

Grass-roots political movements flourish. International panels of experts convene. Apocalyptic pronouncements become common. Newspaper headlines announce these events, and TV commentators note the controversy. With few exceptions, however, what is rapidly becoming the central political, moral, and economic issue of our time remains outside our curriculums.

The issue is nuclear war and its corollaries: mistrust among governments, disarmament strategies, the arms race, deterrence theories, the defense budget, peace. None of these topics receives in our classrooms attention that is commensurate with its importance.

Despite a four-month search in 1981, Princeton University research assistant Ward Wilson was unable to find a single high school course on nuclear weapons. This neglect is not benign. As Wilson suggests, there is "a new generation: forgetful, untutored." He reports an exchange with a high school student, age 14 or 15, whose class he had visited. The boy was troubled by something Wilson had said during class:

> " 'You say these things [nuclear weapons] have been used before?'
>
> " 'Yes. At Hiroshima and Nagasaki.' (No response.) 'In World War II.'
>
> "A glance downward, his eyes serious, a little guarded: 'Huh. I had never heard that.' "

A number of recent developments suggest that teachers are ready to end the neglect of nuclear arms issues. The arms race emerged as a dominant issue at last winter's NEA Human and Civil Rights Conference. Then in May, the NEA Board of Directors directed NEA staff to prepare a packet of materials on this topic and provide one set to each UniServ office and each state affiliate.

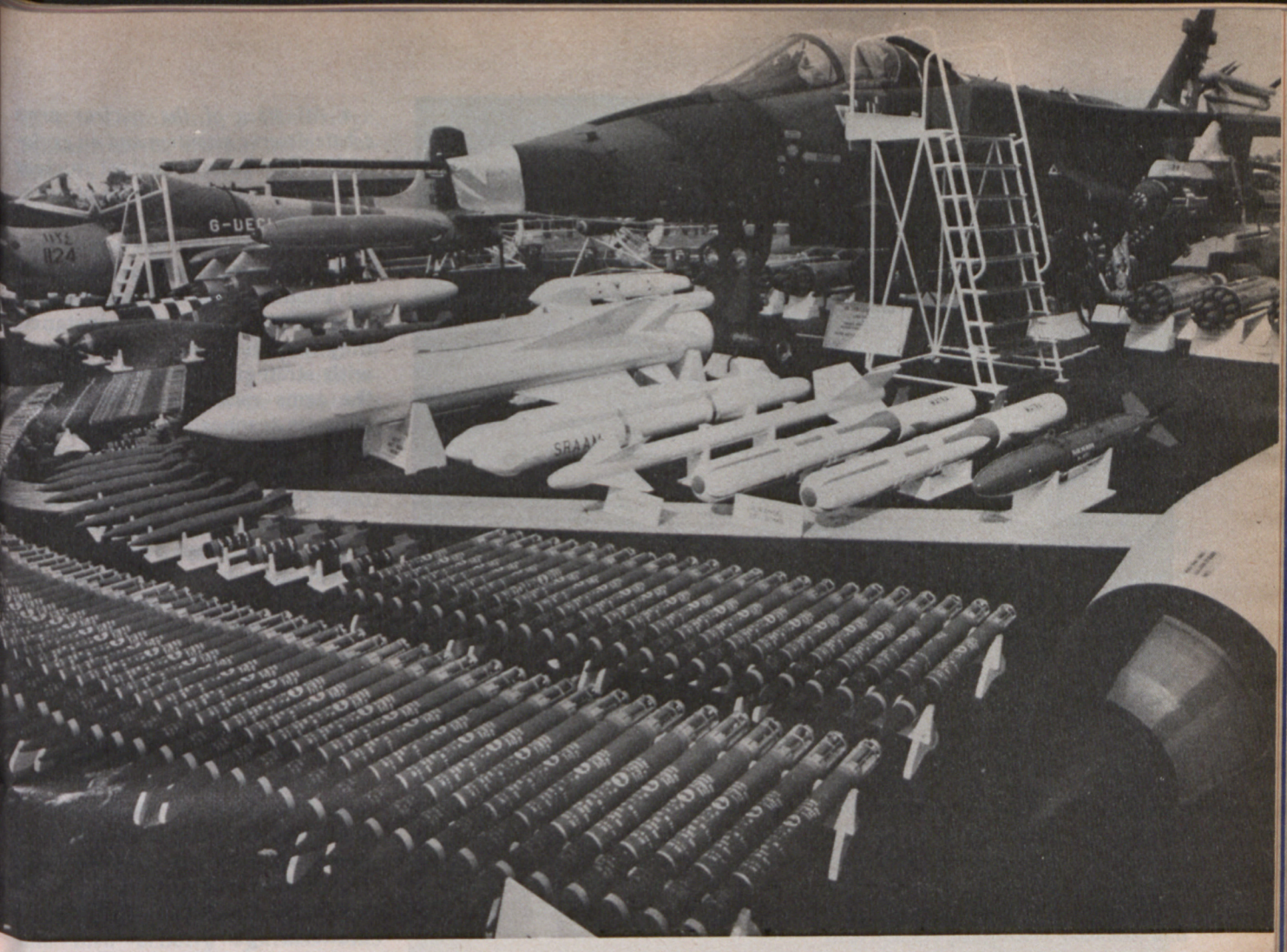
Teachers are now taking steps to end the neglect of nuclear arms issues.

Also this spring, hundreds of teachers traveled to Harvard University and Lesley College in Cambridge, Massachusetts, for educators' conferences on nuclear weapons. Educators for Social Responsibility and the Student/Teacher Organization to Prevent Nuclear War have attracted members from every part of the nation. Teachers are confronting the complexities of the issues surrounding the arms race, and they are seeking advice and support as they prepare to devise lesson plans and introduce the topic to their students.

This reaching out is understandable. When teachers plan a unit on the nuclear arms race, they face several vexing questions: How can I make complex technical material comprehensible? What content should I include? From which sources? How can I be sure of presenting material in an unbiased way? How can I enlighten students without frightening them? Why, indeed, should I give the nuclear arms race special attention in my classroom?

There are several convincing answers to this last question. According to Carol Doherty, president of the Massachusetts Teachers Association, "Education is the best antidote for the mindless continuation of the nuclear arms race. It is the key to peace and the survival of the species."

Doherty may have reflected on scientist Carl Sagan's vivid and sobering imagery. Sagan has equated the total destructive power that the United States and the Soviet Union now possess with "a



Tactical nuclear weapons—here shown amidst conventional arms—are but a small part of the U.S. arsenal.

World War II every second for the length of a lazy afternoon."

Doherty's point, however, is more pedagogical than Sagan's: Only an electorate that understands all aspects of the arms race—political, social, economic and technological—can think intelligently about the race and act sensibly to reverse its momentum. Moreover, fully informed citizens are more likely to convey to political leaders their desire for new methods of easing international tensions.

Lawrence Finkelstein, professor of political science at Northern Illinois University, suggests a different rationale for introducing students to nuclear arms issues. He argues that teachers should commit themselves to teaching *about*—not *for*—nuclear disarmament.

Finkelstein sees the arms race as a logical consequence of the responsibility national leaders have for the welfare of the societies they govern. He therefore suggests that teachers use the arms-race issue to direct students' attention to the nature and sources of mistrust among nations. While not denying the horror of nuclear arms and the foolishness of certain deployment philosophies, Finkelstein urges teachers to help students understand the international matrix that has given rise to—and may perpetuate—the "balance-of-terror" environment.

Despite their disagreement, Doherty and Finkelstein—and most other educators—would no doubt agree upon the following pedagogical principles.

- *Teachers must be responsive to the sensitivities of students.* The prospect of nuclear war is terrifying and potentially overwhelming. Consequently, teachers should choose materials and activities appropriate to the maturity level of students. The educational task is to illuminate the issues, not forecast Armageddon.

Evidence already shows that a sledgehammer approach is wrong—and possibly dangerous. Roberta Snow, who coordinates the Nuclear Program in the Facing History and Ourselves Project in the Brookline, Massachusetts, public schools, recently reported the impact upon students of an inadequately prepared lesson.

> "Recently a suburban school system showed *The War Game*, a movie simulation of a nuclear attack on London, to almost every student in the school system, grades 7-12. Students were frightened and did not have the skills to turn gory detail into useful lessons."

The versatile F-111 fighter, with a munitions capacity of 16,400 pounds, can deliver both conventional and nuclear weapons.

Snow went on to offer advice—and a warning.

"Many students in that system called Educators for Social Responsibility for help and advice, but I wonder where the 1,400 other young people went to process what they saw and felt. By showing students only the horror, we paralyze them, keep them from confronting the facts, and create an atmosphere of dread and doubt at their most vulnerable time in life."

The War Game (produced by the British Broadcasting Company) is a powerful film. In order for it also to be an instructive film, teachers need to do more than merely throw it at students. As Snow maintains, "We need to give them a context for understanding the facts and time to talk about their concerns and questions."

• *All sides of the nuclear arms debate deserve attention and an explanation.* Everyone is against nuclear war. But a broad spectrum of opinion exists on how to prevent a nuclear holocaust from occurring.

There are several ways teachers can ensure a balanced treatment of these viewpoints. For instance, they may have students struggle with strategic options for halting the arms escalation. One Massachusetts teacher presents his students with an overview of seven models for controlling the arms race. These range from the Nuclear Superiority Model, identified with the American Security Council Foundation, to the Nuclear Abolition Model, identified with Mobilization for Survival, a disarmament group. Students then analyze the strengths and the limitations of each model.

Teachers might also have students defend opposing points of view. *Decision Making in a Nuclear Age*, the 354-page curriculum on the arms race that Roberta Snow and Elizabeth Lewis developed for the Facing History and Ourselves Project in Brookline, suggests that students split into teams of U.S. and Soviet negotiators. They then attempt to negotiate a treaty limiting nuclear weapons. In the course of the activity, students gain a better understanding of the complex issues and mutual fears that strain and often cripple actual negotiation efforts.

• *Teachers should avoid burdening the discussion with too many statistics and excessively technical vocabulary.* Smothering students with a mass of figures, terms, and concepts may turn the issue into a statistical or terminological puzzle. How much of the nuclear arms vocabulary—*MIRV, SLBM, MAD, fission, fusion, isotope*—students need to know is a question teachers will have to weigh carefully. The same discretion will be necessary with concepts and statistics.

• *Teachers should help students relate the nuclear arms issue to personal experiences.* Besides being complex, this issue is abstract. Consequently, teachers should seek ways of relating it to more familiar materi-

al. Roz Grunmann, a Cambridge, Massachusetts, teacher who field-tested *Decision Making in a Nuclear Age*, explains—

> "One goal of the course is to make students more aware of the impact of technological advances. In one activity, we have students pick an invention or development like the automobile. Then they write about the benefits and drawbacks of that advance."

Through discussion, the teacher can then lead students from a consideration of everyday technology to a consideration of the technology of nuclear weapons.

The preceding principles grew out of teachers' experience with the problems of teaching about nuclear war. But the largest problem remains: How can teachers squeeze this immense subject into a unit of, say, four weeks' length? Obviously, selectivity is necessary. Nonetheless, any adequate study must cover certain critical topics.

- *The physics of nuclear weapons and their delivery systems.* This study, even if brief and nontechnical, will enable students to begin to understand the effects of any use of nuclear weapons. Teachers might use the summary report "The Effects of Nuclear War," issued by the U.S. Congress's Office of Technology Assessment. It provides an account of the medical, economic, and social effects of nuclear war.
- *A historical overview of the arms race.* Students will understand the momentum of nuclear arms proliferation better if they are able to trace its movement from the original Manhattan Project (the super-secret U.S. project that resulted in the development of the first atomic bomb).

Teachers should also strive to help students understand how nuclear weapons have affected international relations. Brookline's *Decision Making in a Nuclear Age*, for example, provides detailed accounts of Hiroshima, the Cold War, and the Cuban missile crisis. Also

Resources on Nuclear Disarmament

American Friends Service Committee, 1501 Cherry St., Philadelphia, PA 19102. (215) 241-7000. Offers materials on the arms race.

American Security Council Education Foundation, Box 8, Boston, VA 22713. (703) 825-1776. Opposes nuclear freeze. Offers pamphlets; a booklet, "How Realistic Is the Nuclear Freeze Proposal?"; and a quarterly journal, *International Security Review.*

Center for Defense Information, Capital Gallery, West Wing #303, 600 Maryland Ave., S.W., Washington, DC 20024. (202) 484-9490. Offers a newsletter, written for laypersons, that deals in depth with one aspect of defense per issue. Also offers a "Nuclear War Prevention Kit"; a film, *War Without Winners;* and other materials.

Clergy and Laity Concerned, 198 Broadway #302, New York, NY 10038. (212) 964-6730. Offers brochures on the arms race and nuclear freeze.

Coalition for a New Foreign and Military Policy, 120 Maryland Ave., N.E., Washington, DC 20002. (202) 546-8400. Offers an organizers' action guide and other materials on the arms race.

Committee on the Present Danger, 1800 Massachusetts Ave., N.W., Suite 601, Washington, DC 20036. (202) 466-7444. Favors increased military spending. Offers pamphlets, booklets, and resource information.

Consortium on Peace Research, Education, and Development (COPRED), Center for Peaceful Change, Kent State University, Kent, OH 44242. (216) 672-3143. Provides reference services, publishes a newsletter and a journal, and sponsors conferences and workshops. (NEA is a COPRED institutional member.)

Educators for Social Responsibility, 639 Massachusetts Ave., Cambridge, MA 02139. (617) 492-1764. Offers bibliographies, a primer on the arms race, a pilot curriculum, and other materials.

Friends of the Earth, 530 7th St., S.E., Washington, DC 20003. (202) 543-4312. Offers a fact sheet and other materials on the nuclear arms race.

Fund for Peace, 345 E. 46th St., New York, NY 10017. (212) 661-5900. Issues research studies and sponsors seminars and public education projects, including radio broadcasts.

Ground Zero, 806 15th St., N.W., Suite 421, Washington, DC 20005. (202) 638-7402. Offers a curriculum guide and AV materials.

Institute for Defense and Disarmament Studies, 251 Harvard St., Brookline, MA 02146. (617) 734-4216. Offers a disarmament newsletter and research studies.

Nuclear Information and Research Service, 1536 16th St., N.W., Washington, DC 20036. (202) 483-0045. Will have a teacher resource packet on nuclear issues ready in the fall. Also has a weapons resource guide and an information packet.

Physicians for Social Responsibility, 639 Massachusetts Ave., Cambridge MA 02139. (617) 491-2754. Offers pamphlets, videotapes, films, and audio cassettes on the medical consequences of nuclear war.

Public Correspondence Branch, Office of the Assistant Secretary of Defense (PA), Room 23777, Pentagon, Washington, DC 20310. (202) 679-5737. Offers pamphlets, booklets, and a referral service.

SANE, 711 G St., S.E., Washington, DC 20003. (202) 546-7100. Offers numerous materials on military spending and disarmament, including a slide show designed for teachers.

Student-Teacher Organization to Prevent Nuclear War (S.T.O.P. Nuclear War), Box 232, Northfield, MA 01360. (413) 498-5311. NEA-sponsored group offers materials for secondary teachers and publishes a newsletter.

Union of Concerned Scientists, 1384 Massachusetts Ave., Cambridge, MA 02238. (617) 547-5552. Offers report studies, brochures, a book, and a slide show. Will send an information packet.

United Ministries in Education, Teachers College, Columbia University, Box 171, New York, NY 10027. (212) 678-3972. Offers programs for secondary teachers.

Women Strike for Peace, 201 Massachusetts Ave., N.E., Washington, DC 20002. (202) 543-2660. Offers educational materials.

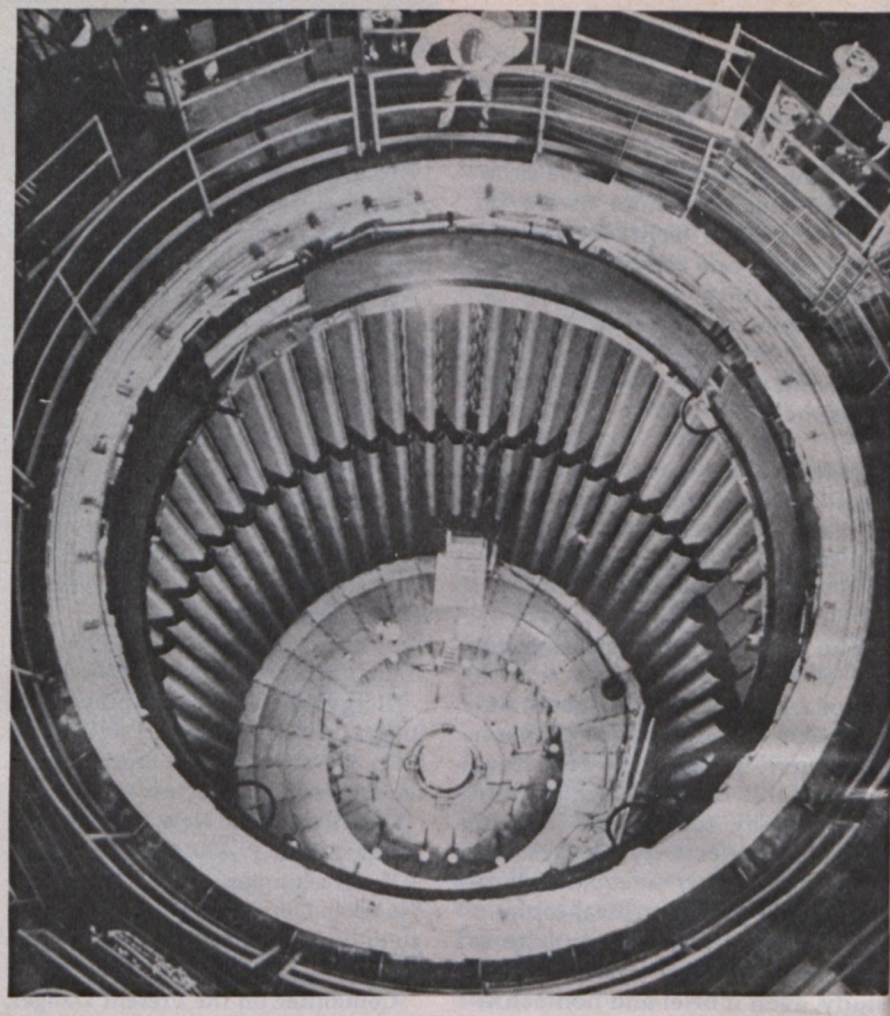
historically relevant is the record of attempts to control nuclear weapons development from early test-ban treaties to the current U.S.-Soviet Strategic Arms Reduction Talks (START).

• *The current status of the nuclear arms race.* Teachers will want to provide a sketch of the current military balance between the United States and the Soviet Union. The exact size of current nuclear arsenals is probably less important than an account of new weapons (such as the MX missile) and an explanation of strategies (such as the strategy of mutually assured destruction).

• *The political and economic context of the arms race.* Teachers could present Finkelstein's contention that the arms race is a function of the international climate of mistrust. A brief examination of Soviet and U.S. relations with the nations of the Middle East and Central and South America could help students understand the intensity of this mistrust.

In order to explain the economic implications of the arms race, one curriculum, *Crossroads: Quality of Life in a Nuclear World* (developed by Boston's Jobs With Peace Education Task Force), includes a chapter that relates the arms race to such economic topics as domestic social spending, productivity, and unemployment. Teachers could examine ways in which the spiraling defense budget affects the lives of some teenagers, particularly those who may depend on federal programs for job training, employment, adequate housing, and medical care.

• *The moral and ethical questions implicit in the arms race.* What should be the role of the military in determining a nation's priorities? Is there an "acceptable" loss of life for the United States in a nuclear exchange? Is a nuclear first strike ever justified? Does any nation have the right to threaten the survival of the human race? Can nations whose foremost priority is inflating their capacity for destruction speak with integrity to the rest of the world of the need for peace? Such questions could stimulate student discussion and writing. And perhaps, as students think of our own country, these questions could invite reflection on the kind of nation we have been, are, and wish to become.



This underground silo stores a Minuteman—one of 1,052 U.S. intercontinental ballistic missiles. Some claim this is 1,052 too many.

George Kennan, professor emeritus at the Institute for Advanced Study at Princeton University and former U.S. Ambassador to the Soviet Union, has called contemporary civilization's preoccupation with sheer destruction "a form of illness. . . . There is no hope in it—only horror." This horror afflicts students. And this affliction is perhaps the most compelling reason for teachers to undertake the difficult task of teaching about nuclear arms and their potential destructiveness.

John Mack, a member of the American Psychiatric Association task force on the psychological impact of nuclear advances, has studied the effects of the horror young people feel. He concluded that "adolescents are deeply disturbed by the threat of nuclear war." Citing the "sadness, bitterness, and sense of helplessness" students live with, he urges teachers to help them. Students, he says,

> "are much more concerned about it [nuclear war] than ever before recognized. . . . At the very least, these young people need an opportunity to learn about and participate in decisions on matters which affect their lives so critically."

Mr. Johnson is a free-lance writer and former high school teacher.

Micro Phobia

RHEA DIAMANTIS

The machine won't go away. Your fears will.

"Have you heard? The administration has bought a microcomputer for the school. It should arrive within the next few weeks, and we're all expected to learn to use it with our students."

Silence. In the teachers' lounge, the faces become a kaleidoscope of emotions: excitement, dismay, incredulity, anger, fear.

Is this scenario farfetched? Hardly. Throughout the country, abrupt introduction of the microcomputer into the classroom—and thus into teachers' lives—has become a common occurrence. And if Representative Fortney "Pete" Stark's (D-Colo.) legislation (H.R. 5573, the Technology Education Act) passes Congress, micro invasions could become even more common, perhaps universal. H.R. 5573 would, for example, provide tax breaks to computer manufacturers that donate their products to primary and secondary schools. So, if there's not a computer in your present, there may be one in your future.

Perhaps you are among those who find the prospect of a micro in your classroom unnerving. What are you going to do with this rather uncanny new machine? How much skill will you need in order to make effective use of it? How much courage? How will you adapt—especially when your entire knowledge of microcomputers is based on TV ads? Your mind races as you begin your internal debate.

The negative voices—and there are plenty—really get you going:

Computers become an extension of your teaching, not your replacement.

"It's such a tremendous outlay when you consider how many other things we need for the school. Budgets are being cut everywhere, and now we're purchasing this expensive gadget."

"Will a computer really help my kids? A machine can never match human warmth, understanding, and skill."

"I already have so much to do. Where do they think I'll find the time to add something new to my teaching repertoire?"

"It's a passing fancy, a fad. By the time we get used to it, something else will come along."

"I'm just not mechanical."

"I am an educator, not a computer programmer."

As initial hysteria subsides, more positive voices begin to take over:

"I'm ready to try something new, and so are the kids."

"We live in an age of computers. I see them at the bank, the supermarket, the airline counter—even the administrative center. I guess there's no escape: I'd better look into this."

"Maybe I could use this computer to give some extra help to some of my students who need remedial work. Or perhaps I could write a few programs of my own to supplement units from the text."

"My son is using a computer in his high school class. Maybe he can take me on as a student."

"Computers are different from the other gadgets. They're not going to end up in the closet. I might as well just plunge in!"

"This is a great way to counteract the video games craze. Kids need to learn what else computers can do."

Probably you have heard these conflicting voices, either in a group of teachers or just inside your own lively imagination. But when all the talk is over, the essential fact that set it off remains unchanged: The computer is coming. Soon.

Computer circuitry casts puzzling shadows over today's teacher, but using a micro need not be a problem.

To start preparing yourself, adopt a motto: Slow and easy does it. Don't be pressured by administrators or teachers who say, Jump in—get involved. Don't be rushed by overly concerned parents who feel that "our school *must* have a computer" or students who tell you that they have a computer at home. Only you will know when you've had enough experience to feel comfortable introducing your students to the computer.

While you're getting ready, look around for some assistance. In-service workshops on computer literacy may be available. Many community colleges and local businesses offer courses. You might have a friend who owns a home computer and is willing to share expertise.

Another approach you might try is sitting down alone with a computer operation manual and working through the basics. Sometimes this is the best way. You can make mistake after mistake without feeling embarrassed and keep right on going until you feel good about

what you are doing.

To further acclimate yourself, read a bit about the history of computers. You'll find excellent and motivating information to pass along to students. They'll be amazed to find out how quickly and drastically computers have changed. And they may be impressed by tidbits on the cost-effectiveness of this progress: If, in the last 10 years, a Rolls Royce had improved its cost-efficiency as much as the microcomputer, it would have a sticker price of $3.

After you have learned a bit of background information, it's time to sit down at the computer. You're ready for your first crisis. Where does it turn on? (Keep that manual ready at all times.)

To build your confidence, develop a vocabulary of a few essential words (*hardware, software, data, byte*) that relate to computers. As you become more familiar with "computerese," the computer will seem less alien and intimidating.

Next, familiarize yourself with a few basic commands. Remember, part of the fun of using the computer is knowing that you are in control. The computer does nothing unless you tell it to. What power! You should know how to tell the computer to load a program, run a program, and display information on the screen. You should be able to erase and enter data. You can count on your manual for this basic information.

Once you begin to feel comfortable with the computer, you are ready to think about its possible uses in your classroom. You might decide to begin by simply reinforcing your everyday lessons in mathematics, grammar, or reading comprehension. Then, too, you could use tapes or disks for remediation or to provide extra challenge for bright students. You can use the computer to record grades or to track the skills each student masters. There are all sorts of possibilities.

The best part is that you'll be selecting tapes or disks based upon the individual needs of your own students. You should be warned, however, that this selection process is difficult. The problem you'll encounter is the shortage of quality software. As Jay W. Dean has pointed out (*Today's Education*, April-May 1982), there is at present only a "scattering of software that is creative, involving, and educationally sound." Until the situation changes, you may find yourself wrestling with the task of rewriting programs to make them suitable for your students.

In a way, working with computers is like a chain reaction. The more you learn, the more you realize you need to know—and want to know. It's a great feeling to experiment, learn, and succeed.

There's another bonus: The more you work with computers, the more convinced you will be that machines cannot replace the attitude, the ability, the training and caring of the classroom teacher. There's nothing to fear from computers. They become an extension of your teaching, not your replacement.

One of my fifth graders helped me understand this. He summed up some reasons for using computers in schools. I found his message reassuring. Perhaps you will, too.

> "The world is becoming more and more oriented toward computers, so we kids really need to know about them. Learning about computers will help us as we go out in the world when we're older. But if we become too dependent upon computers, we'll lose our creative abilities. We still need to be able to use our heads in order to solve problems. And we still need our teachers—to help us figure out the problems, to help us grow."

Ms. Diamantis is a resource teacher in gifted education, K-6, Audubon Park School, Orlando, Florida.

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Dreyfus, Hubert L. *What Computers Can't Do: The Limits of Artificial Intelligence.* (Revised edition.) New York, N.Y.: Harper Colophon Books, 1979. 354 pp.

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Magazines

Classroom Computer News, P.O. Box 266, Cambridge, MA 02138. (Phone: 617-923-8595.)

Electronic Education, Suite 220, 1311 Executive Center Dr., Tallahassee, FL 32301. (Phone: 904-878-4178.)

Electronic Learning, 902 Sylvan Ave., Englewood Cliffs, NJ 07632.

Other resources

Association for Educational Data Systems, a 20-year-old group of educators with some 20 state chapters. 1201 16th St., N.W., Washington, DC 20036. (Phone: 202-822-7846.)

Haugo, John. *Computer Literacy: Introduction to Microcomputers.* Software for TRS-80, Apple II, PET: Six programs for grades 4 to 6. New York: McGraw-Hill Book Co. (School Division), 1982.

Microcomputer Directory: Applications in Educational Settings. A listing of 276 sites. Monroe C. Gutman Library, Harvard University Graduate School of Education, Cambridge, MA 02138.

Micro-SIFT, a clearinghouse for microcomputer use in schools. Northwest Regional Educational Laboratory, 300 S.W. 6th Ave., Portland, OR 97204.

Framing the Future

JOHN R. HIRD

A New Jersey high school provides career education by videotape.

Some eight years ago, in a closet in what was then our school building, I found a single black-and-white television camera and a videotape recorder left over from a pilot teacher training grant. Since then, I have learned a lot about producing videotapes. So have my students—and colleagues, too—at Red Bank Regional High School in New Jersey.

Since I am basically an English teacher, we began our television teaching program with an English elective that I still teach called Exploring Television. It is oriented toward the "consumption" as opposed to the production of television programs.

Then, with the help of grants from state and federal governments, we acquired sophisticated production technologies that allow us to produce our own videotapes. Now, in our new high school building, we have a color television studio equipped with cameras, decks, an edit system, lights, mixer, Portopaks, and other production accessories.

Our first major production project was called Electronic Media Merchandising. Begun in the summer of 1979, its purpose was to make distributive education students aware of the role of advertising in retailing. The students used television production equipment to create commercials for products sold in the school store. The finished commercials aired on TV sets located in the commons, a socializing area for students in the high school.

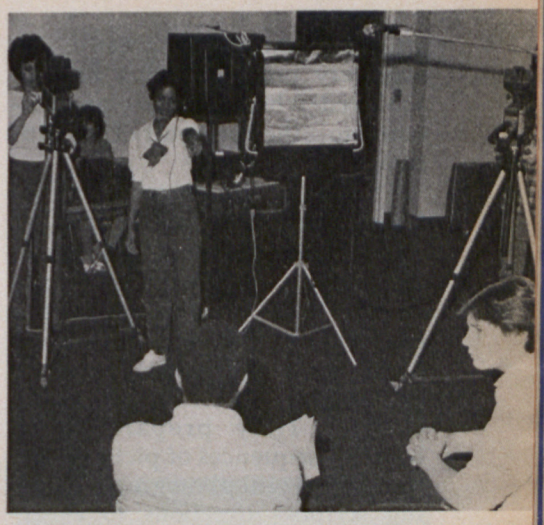
A commercial that used Albert Einstein to sell a pocket calculator became a model for those that followed. Making it was an especially realistic exercise for the students, because it required the efforts of a lot of people—as television projects often do. The drama teacher provided the makeup and hairstyling that turned one young man into Albert Einstein. The set depended for its success on flats that the same drama teacher lent us and on laboratory equipment that the chemistry teacher supplied.

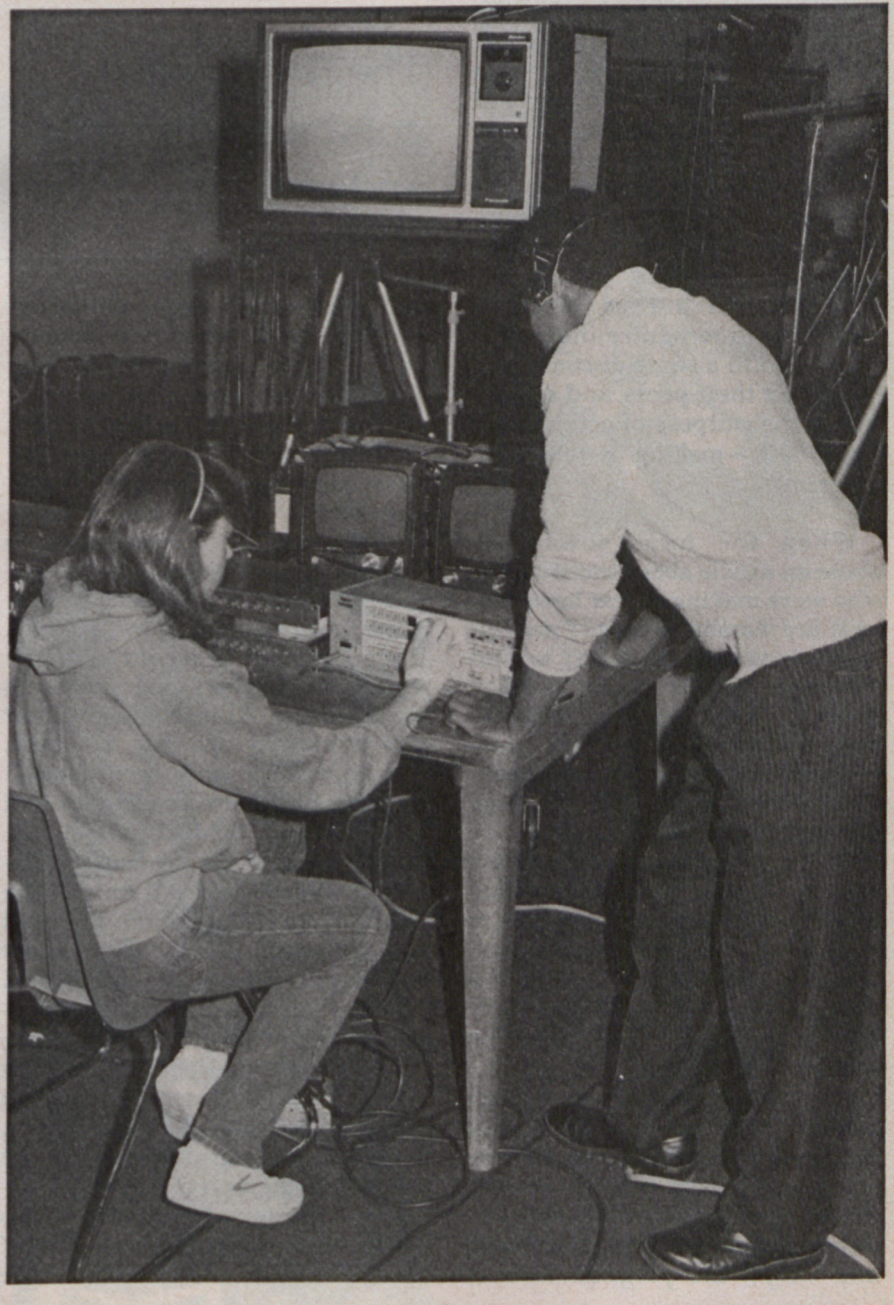
In the next round of projects, students used television equipment to explore careers. We began this phase by looking at careers in television itself.

First, I scheduled a class visit to Storer Cable Communications, the local cable television company. Then, since some students were serious about working in television, I asked the program manager at Storer if a team of students could produce a videotape on the different kinds of work done there. She agreed, and the students got release time to go to the studio and gather information. Once they completed the research, they organized the information into a shooting script. The program manager approved it, and shooting commenced—using the studio's own production equipment. The students produced a 20-minute videotape, the first entry in a library of videotapes available for the whole school.

Then several students got the idea of exploring fields other than television on videotape. One of them was working as an apprentice printer in a work/study program. His first idea was to tape one specific job, that of pressman. After discussing the project with his boss, however, he expanded it to include many jobs in the printing industry—artist, stripper, photographer, platemaker—in addition to head pressman. He learned about the potential for growth as well as the variety of jobs available in the printing industry.

For this student, whose first language was not English, the project also turned into an exercise in self-improvement. When he previewed the tape of an interview he had done, he was dismayed to hear how he sounded. He began to practice voice inflection, tone, and articulation. Over the three months of the project, his ability to





TV production class at New Jersey's Red Bank Regional High School. Clockwise from lower left: Author Hird gives advice on camera skills, two of his seniors plan a TV commercial, two "talking heads" get ready for tomorrow's interview, and a technical director selects camera shots. Mastering skills such as these puts alumni of Hird's TV courses on the first step of a career in the television industry.

articulate improved greatly. He was very proud of what he had achieved when he saw—and listened to—the final edit of his videotape.

This story illustrates one defense against the charge that courses in television production are "frills." Would-be critics should know that to produce a television show, students must learn how to organize work, to gather data, to write, and to speak clearly. They prepare storyboards—sequences of pictures that the camera will photograph; shooting scripts—directions to everyone involved in producing the show; and graphics—the print that carries some of the story on the screen. Because of the demand that these activities make for basic verbal skills, I am constantly teaching and reinforcing them.

In the affective domain, television production gives students the opportunity to grow socially. As they work in a team, students learn how to recognize individual talents, build a sense of community, respect their peers, and cooperate for the purpose of accomplishing a task—making a television program.

When the local newspaper wrote an article about the students who were making career tapes, the local fire marshal, a former student of mine, saw it. He called to find out whether we could develop slides and photographs to complement a fire prevention curriculum he was working on for the elementary schools. I responded, Why not put the whole project on TV?

The fire marshal came to my class and talked to a group of students who had volunteered to work on the project. After two days of discussing fire prevention, the group decided to develop a public service announcement to air on the local cable channel.

I contacted the program director at Storer. She became so enthusiastic about the announcement that she invited us to produce it with the studio's equipment. The students developed the storyboard and script; the program director approved them; and after several takes, the final commercial was completed. It aired at least 20 times.

As it turned out, the commercial was only the beginning of our fire prevention project. At the final edit of the commercial, I mentioned to the fire marshal that our next unit in the television course was on the documentary. Soon he and I were discussing the possibility of a documentary on fire prevention.

Once again the marshal brought ideas to class. The students decided to focus a documentary on two families who had been burned out of their apartment building the summer before. What especially interested the students about the fire was that the families had escaped because they had followed the advice of a Dick Van Dyke public service commercial to "crawl low in smoke."

> The fire marshal got the street closed and sent engines in.

The students decided to call their documentary *Help! Mommy, There's a Fire!* It would combine interviews of the former residents with footage of the interior of their apartments, which had not been repaired. The script would teach viewers about fire prevention and about what to do during a fire.

This time Storer provided a television mobile unit and trained the students in its operation. We used the mobile unit for a day to shoot the interior scenes, the interviews, and a reenactment of the fire engines' arrival at the fire. The fire marshal obtained permission from the county to close the street in front of the burned-out apartment, and he sent engines in so that we could photograph them.

The excitement of that day's shoot was plain on the students' faces. It was followed by three weeks of the unspectacular side of documentary preparation—selecting graphics, dubbing audio, and editing.

The students were elated when Storer gave the final product, which ran 30 minutes, three different air dates. The school board and the town council ordered command performances, and the National Fire Prevention Association featured the project in its national publication.

Last year, Red Bank High School formalized our working relationship with Storer Cable Communications by establishing an internship program for students. There were 11 in the first group; this year there will be about 15.

Staff members at Storer and I jointly developed a list of competencies needed in television production. I work on them with students in class, and Storer provides additional training at the studio. It is not uncommon to see one of my students operating a piece of television equipment at a local football game, community event, or cable studio program. Nor is it uncommon to see the names of these students in the credits of local-origination cable shows.

Under the auspices of Jersey City State College, I am now teaching two courses to help other teachers use television in their work. In the advanced section, teachers are developing videotapes of specific lessons in their vocational courses.

More and more I find myself setting up equipment which students and teachers will take out of the television studio. The school district has supported me with time and equipment. Consequently, my students and I are able to help other teachers work up videotapes for their own courses, something they might not otherwise do. The result is greater efficiency and verisimilitude in all our teaching.

Mr. Hird is a media specialist who develops and coordinates career education television projects at Red Bank Regional High School, Little Silver, New Jersey.

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Wheels of Terror

JAMES FARMER

A civil rights leader relives the time when a bus had little to do with transportation and much to do with fear . . . and courage.

In the enlightened principles and eloquent phrasing of a series of 1950's Supreme Court decisions, Black Americans found reason for jubilation. Almost as quickly, reality reminded them that noble ideas on paper are one thing; their application in a society still saturated with racism, another.

Jubilation turned to disillusionment. And that disillusionment, transformed by Gandhian and Christian ideals, made the 1960's a decade in which Blacks taught White Americans something about the meaning of justice.

Among the teaching strategies Blacks used were Freedom Rides—bus rides that ended at terminals where "White Only" signs plastered everything from urinals to restaurants. The Freedom Riders would enter, violate the segregation injunctions, and accept the consequences. If they were fortunate, they endured prisons. More often, they faced pistols and blackjacks.

The message Blacks—and their White supporters—"bussed" into these dens of bigotry was simple: Recognize our humanity and abandon your inhumanity. In the article that follows, James Farmer, founder of CORE, reminds us of the resistance that met this simple message. Today, the sadness is that the reminder may be necessary.

Captain Ray's index finger shot through the air. "Follow that police officer," he intoned, "and get into the patrol wagon."

The Jackson police chief was destined to repeat that gesture and those words hundreds of times in the next three months as Freedom Riders from 20 states saturated Mississippi jails.

Gunfire shattered the quiet. Jeeps patrolled the streets. The atmosphere was war.

Captain Ray's stabbing finger came to symbolize his role in the drama being played out—that of the little Dutch boy of legend vainly trying to plug a breach in the dike of segregation, to hold back the flood waters of change—to save his city, his state, his way of life.

Scarcely four hours earlier on that day in May 1961, our Greyhound had left a riot-torn Montgomery, Alabama. Through the preceding night, stone-throwing mobs of White men had held Freedom Riders prisoner in the First Baptist Church. Martin Luther King, Jr., who had flown in from Atlanta to join us for a rally at the church, also was caught in the siege. Attorney General Robert Kennedy had flown in U.S. marshals. Governor John Patterson had declared martial law, including a 24-hour curfew, and called to duty the Alabama National Guard.

The next day, as we prepared for the ride from Montgomery to Jackson, occasional gunfire shattered the quiet, enforcing Patterson's curfew. Jeeps patrolled the streets. The atmosphere was war. Among the 30 or 40 nonviolent Black youths readying themselves for their ride from the Alabama antechamber into bigotry's main den, collective determination eclipsed individual apprehensions.

The eclipse was only partial, though: Fear shone through. If any man says that he had no fear in the action of the sixties, he is a liar. Or without memory. And if any think that the leaders were exceptions, let me quickly disabuse them of such a notion. I desperately wanted to avoid taking that ride to Jackson.

Thirteen interracial Freedom Riders—members of the Congress of Racial Equality (CORE)—had begun the ride from Atlanta to

Responding to ambush threats, National Guardsmen flank the highway along the Freedom Ride route.

Montgomery. Alabama had chewed them up. Flame, club, and pummeling fists had brutalized, hospitalized—and in one case disabled—them. Just inside the Alabama line, mobs had brutally pistol-whipped Blacks, clubbed them with blackjacks and fists, and thrown their bloodied bodies into the back of the bus. The treatment of Whites who had tried to intervene was even worse: One had suffered a stroke while being beaten and was paralyzed forever.

Mob hatred burned a bus to the ground at Anniston, Alabama. The Freedom Riders, escaping with their lives, were hospitalized for smoke inhalation. In the Birmingham bus depot, Jim Peck, a White Rider, had been left for dead in a pool of his own blood.

Black students from Nashville—members of the Student Non-Violent Coordinating Committee (SNCC) augmented by youthful Black CORE members from New Orleans—dashed in to catch in mid-air the baton dropped by the initial 13. They had not asked if I would ride with them: They assumed that I would.

Because of the death of my father, I had missed the carnage on the ride from Atlanta to Montgomery. But how would I escape Mississippi? If Alabama had been purgatory, Mississippi would be hell.

I had decided not to ride. Cataloged in my mind were all the necessary excuses. When the inevitable question came, I was ready with unquestionable answers.

That decision had not come without inner pain. After all, when I had taken over the helm of CORE four months earlier, I had said that I would be no armchair general.

I would not send troops, but would go with them. But no one would remember that now—that was bravado born of remoteness from reality. Who would expect me to risk being cut down so early in the promise of a leadership career? There would be many other battles—much time to show courage—and how could I let myself be wiped out now. . . . before anyone outside the inner circle of the movement even knew I was there? Not now . . . maybe later. And my father had just died. . . . I should not follow him so soon. Two deaths in two weeks would be too much for my mother. For her sake, I had no right to risk it. The family needed me now.

Yet a grain of ambivalence stuck in my craw. A part of me hoped a "still, small voice" would speak. Just in case, I had packed my suitcase and tossed it into the trunk of a staff car.

When the kids boarded the buses, I watched like a father seeing his children leave home, as

The Riders' arrival at segregated bus depots meant confrontation with authorities and prompt arrest.

they must, and race into an uncertain future. Typically, the father was sad because he could not go along to help them. They were on their own.

On the first bus, the Trailways, they were at least not alone. With them was a young Black Methodist minister, the Reverend James Lawson. A man of much imagination, Jim Lawson must have had the same apprehensions that I had. But he had decided to go anyway. Courage, after all, is not being unafraid, but doing what needs to be done in spite of fear. He fairly leaped onto the bus, with a grim gladness. The students on board smiled and gave me a "thumbs up" gesture, shouting: "See you later, Jim." I returned the gesture and the smile, assuming that they would see me later—*much* later.

Mostly CORE people and some SNCC members boarded the second bus, the Greyhound. The CORE contingent had come at my urging, transmitted by my staff in New York, to keep the "revolution" going. They fully expected that whatever protection my presence could provide would be theirs.

They filed in and took seats. I stood outside and waved farewell. The windows were open, and I extended my hand to a pretty 17-year-old from New Orleans. She took it with some puzzlement. "My prayers are with you, Doris," I said. "Have a safe trip, and when it's over we'll get together and decide what we have to do next to finish the job."

Doris Castle's eyes, already fearful, flickered with terror. "You're coming with us, aren't you, Jim?"

I went through my prearranged litany of excuses:

"I've been away from the office for four weeks, and my desk is piled high with papers. Someone has to raise money to fuel these buses—to keep the revolution going. As National Director, I have a solemn responsibility. You understand, of course, being an intelligent young lady. There have to be different roles. All of us want to be where the action is . . . but no such luck. Some of us are stuck with the dull jobs, the supportive ones. Someday, you'll probably be stuck with the dull assignments. I can't be there in person, but you know that I'll be with you in spirit."

Eyes wide, she shook her head slowly, brushing away all my words. She spoke softly, but the words hit like a trip-hammer, driving me, it seemed, part way into the pavement. "Jim. *Please.*"

If there were an ambush, how could I face survivors—if any? If there were no survivors, how to face the parents? I had sent their chil-

dren on a mission of death—and would not go with them. Most of all, how to face myself?

"Get my luggage," I shouted to a CORE staffer standing nearby. "Put it on the damn bus. I'm going."

Doris didn't smile, she just looked. And she suddenly looked tired. Kids grow up fast under fire, and sometimes grow old.

In addition to the kids, six reporters were aboard. This was *the* story of the day. The headlines. The tube. No reporter worth his salt would miss it, whatever the risk. They'd been in Korea, and this could not be any worse. They would soon be in Vietnam (but they did not know that yet). Their faces wore the expectancy of great bylines or immortal photos.

Six Alabama National Guardsmen were on the bus, too, with rifles and fixed bayonets. Grim-faced, they showed little taste for their assignment. Their hearts, no doubt, were on the other side. In a showdown, which way would they point their guns?

Helicopters chopped overhead, scanning the woods and roads. Bobby Kennedy had moved at last. He had ignored the Freedom Ride until the bus was burned at Anniston, and blood was splattered over Alabama, and headlines screamed the tale all over the world. I had rejected his call for a halt and a cooling-off period.

But he had moved. State police sirens howled up and down the highway, warning Klansmen that they were outgunned. The Feds were watching.

Some of the kids on the Greyhound were writing something. Diaries? No. The names and addresses of next of kin. The young men stuffed those grim messages in their pockets; the women, in their bras.

We did not stop at Selma as planned: We learned that a mob was waiting—with chains, clubs, and guns. We would *have* to stop at Jackson, for that was our destination. What would be waiting there?

Mississippi Governor Ross Barnett had been on the airwaves and the tube for several days urging the rural folk, the "rednecks," to stay home and let the law take its course. Whoever violated their sacred segregation laws would be duly punished—but by the law. I felt, of course, that Barnett was not concerned for our lives, but for his state's image while he romanced Northern industry. If we got killed, let it not be on his turf.

But who or what could control the haters? The Governor? The President? The spirit of Gandhi, or the barrel of a gun?

The wheels rolled on. I tossed in the reclining seat. At the state line, a sign: "Welcome to the Magnolia State."

The bus pulled onto the shoulder and stopped. We had no forewarning of this, so anxiety reigned. The Guardsmen showed no concern. The reporters stiffened to an alert, pads, pencils, and cameras ready.

The Freedom Riders all looked at me, searching for a cue. I tried to remain emotionless.

The driver of the bus left, and a new one replaced him. The Alabama National Guardsmen left, and a Mississippi contingent replaced them. The Director of Public Safety of the State of Alabama then boarded the bus and whispered to one of the reporters. As the Director left the bus, the privileged reporter passed his message on to the other five. Those five left the bus.

Wheels rolled again. "I was informed," the remaining reporter told me, "that an ambush will destroy this bus just inside the Mississippi border." The Freedom Riders' eyes were on me, questioningly. I relayed the ominous report, forcing a smile, as though everything were under control. They smiled back.

We rolled on. One young man burst into song, to break the tension:

"I'm a-takin' a ride
On the Greyhound Bus Line
I'm a-ridin' the front seat
To Jackson this time."

Some of the kids were writing. Diaries? No. Names and addresses of next of kin. The young men stuffed those grim messages in their pockets; the women, in their bras.

Everyone joined lustily in the chorus:

"Halleluja, I'm a travellin'—
Halleluja, ain't it fine?
Halleluja, I'm a travellin'
Down Freedom's main line."

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Again the chorus, and we felt better: Song stiffens the spine. Sleep was gone. This was Mississippi.

We reached a heavily wooded area. On both sides of the road, great forests. Huge oak trees rose in majesty from the swamplands, laden with moss. The foliage was dense. One could almost see the water moccasins and hear the rattlesnakes.

One could almost see, too, the runaway slaves of a century ago sloshing through water and hiding behind trees as they fled pursuing hounds. Visions of Harriet Tubman and the Underground Railroad. Visions, too, of ropes, of black bodies swinging, with bulging eyes and swollen tongues.

National Guardsmen flanked the highway, rifles pointed toward the forests. We could hear an offi-

cer with a bullhorn: "Look behind every tree!"

This clearly was where the authorities expected the ambush. It did not come.

The bus pulled into Jackson in an eerie stillness. The streets were nearly deserted. Maybe Ross Barnett had succeeded. Or maybe everyone was at the bus terminal. Waiting for us.

We pulled into the terminal. And there it was. The huge crowd of White men. Solemn, unexpressive faces. Just standing.

"This is it," I thought. "But it's what we came for; we can't sit here and hide."

So I made my way down the steps of the bus. An attractive Nashville student, Lucretia Collins, followed me out the door and linked arms.

The crowd, curiously, did not attack. Instead, it divided, forming a passageway to the White waiting room. They knew where we were going. Head high, I looked to neither side, trying to conceal my apprehension.

(That crowd, I later learned, was made up of federal agents, plainclothes police, and media people. Ross Barnett's appeal had worked.)

Lucretia and I, arm in arm, crossed the White waiting room, sipped from the White water fountain, and walked to the White restaurant entrance.

There was Captain Ray, blocking the doorway. He asked my name and nodded slightly when I told him. Three times he ordered us to move on, and three times I refused on grounds of the Supreme Court decision in the Boynton case. (*Boynton* v. *Virginia*, 1960, in which the Court ruled that segregation according to race, in bus terminal facilities used by interstate passengers, was unconstitutional.) Captain Ray asked if we understood his order. I replied: "Perfectly."

(It was all very civilized; the nation was watching through TV cameras. Bigotry has many faces, and unlike Alabama, where Klan hooliganism had been allowed to run amok, Mississippi was putting its best face forward.)

We did not stop at Selma. We learned that a mob was waiting—with chains, clubs, and guns. But we would have to stop at Jackson. What would be waiting there?

The Captain ordered our arrest and commanded us to enter the patrol wagon. "What are the charges?" I asked.

He looked at the ceiling momentarily, then replied "Disturbing the peace, disobeying an officer, and inciting to riot."

We turned, followed the waiting policeman, and climbed into the patrol wagon.

Youthful Freedom Riders, directed by Captain Ray's thrusting forefinger, quickly filled the wagon. Ray's troops slammed shut the doors and latched them. The wagon leaped forward toward jail. The siren of the squad car escorting us violated the quiet of the city. Somehow, the sirens of Jackson seemed fiercer and angrier than any I'd ever heard before—like some terrible jungle beast screaming its defiance at the whole world, defending its young from invading animals.

Suddenly another sound, counterpoint to the shrieking siren, exploded through the barred windows of the paddy wagon. "We Shall Overcome" came first, and we sang at the top of our lungs, as though shouting to straining ears in cotton fields and shacks on plantations in the far reaches of the state.

The greatest fervor was reserved for the stanza:

"We are not afraid.
We are not afraid.
We are not afraid *today.*
Oh, deep in my heart
I do believe
We shall overcome some day."

WE SHALL OVERCOME. New words and musical arrangement by Zilphia Horton, Frank Hamilton, Guy Carawan, and Pete Seeger. TRO-© Copyright 1960 and 1963, Ludlow Music, Inc., New York, N.Y. Used by permission.

I wished, I must confess, that singing could make it so. It almost did. We sang loudly to silence our own fears. And to rouse our courage. No armor is more impenetrable than song.

Then came "Ain't Gonna Let Nobody Turn Me 'Round," accompanied by clapping hands and stamping feet.

"Ain't gonna let nobody turn me 'round, turn me 'round, turn me 'round.
Ain't gonna let nobody turn me 'round.
Gonna keep on decidin' to keep on a-ridin'—
Ridin' to the Promised Land."

Traditional, arranged by Joan Baez. © 1978, Chandos Music, ASCAP. Used by permission.

The wagon drew to a halt. Police unlatched its doors, and we filed out. Camera eyes blinked. Two dozen policemen with rifles stood at alert. Silent gestures directed us toward the door of the Jackson City Jail. In single file we entered through the cordon of protectors.

As the door closed behind us, it shut out the smell of magnolia blossoms.

It also locked out civility.

Mr. Farmer, the founder and former director of the Congress of Racial Equality (CORE), is now executive director of the Coalition of American Public Employees. This article was adapted from Chapter 1 of Mr. Farmer's forthcoming book Lay Bare the Heart. *Copyright © 1983 James Farmer. Reprinted by permission of Coward, McCann & Geoghegan, Inc.*

Descheduling Teacher Salaries

NANCY R. NEEDHAM

An idea whose time had just about gone—until the great math/science/technical teacher shortage came along to revive it.

Newspapers this year are full of stories that say if school boards want qualified math and science teachers, they must pay them more than they pay other teachers. The Houston, Texas, schools have already followed this injunction: The bonus for beginning math and science teachers is $2,000 a year.

Not so well-publicized are moves in the opposite direction. In some districts, school boards are hiring back RIF victims to be members of a reserve force of permanent substitutes. The catch is that the boards guarantee only that the pay will exceed the rate of unemployment compensation.

What both these categories of teachers have in common is that they are no longer paid on the basis of an objective standard that applies equally to all people doing the same work—i.e., according to a single salary schedule.

The Old Days

A hundred years ago, no teachers were paid according to a single salary schedule. Instead, to borrow a term from political science, a *state of nature* prevailed. Would-be teachers bargained individually with boards and superintendents for whatever salary they could get. The result of their unbridled competition was inequality—between elementary and secondary teachers, between women and men teachers.

In 1905, when the NEA first surveyed salary levels on a nationwide basis, city high school teachers were earning $1,046 a year; elementary teachers, $661. Among high school teachers, women earned 69.3 percent of what men earned. The history of teacher compensation in U.S. public schools has been largely the story of the elimination of these inequalities. The instrument by which teachers achieved—or per-

Teachers in rural schools were among the last to have the benefits of the single salary schedule made

haps *almost* achieved—this equity was the single salary schedule.

Differentials by Level

In the post-Civil War period, school districts, mainly in big cities, began to adopt salary schedules. The earliest schedules merely attached a salary to each position—so that all fifth grade teachers got, say, $500. This was the case whether they were novices or veterans, high school graduates or normal school graduates. This type of schedule came to be called a *position schedule.*

The uniformity and predictability of position schedules helped to raise teacher morale. To get as much salary as a colleague of the same sex down the hall, a teacher no longer needed to have either the connections or the negotiating skills of a ward politician.

Still, early position schedules seldom provided a way for teachers to translate additional experience or education into higher salaries. There were neither annual increments nor separate tracks for teachers with different levels of preparation. Moreover, high school teachers were paid so much more than elementary teachers—as we have seen, by nearly 60 percent in 1905—that most school districts actually provided two schedules, one for each level. (The Newark, New Jersey, district, whose 1917 schedule is excerpted on p. 106, offered all sorts of pay differentials—not just by level. The mysterious "assistants" referred to appear to be classroom teachers.)

For elementary teachers in particular, there was little incentive for self-improvement. The combination of low salary and little expectation of anything better had the effect of making careers short and attitudes toward the teaching profession casual.

Those who wanted the United States to have a cadre of professional teachers at the elementary level fastened on the *single salary schedule* as the means to obtain it. With a single schedule, all teachers would be put on the same salary schedule, with level of preparation and amount of experience the only bases for differential salary payments. This would give elementary teachers incentives to increase both their educational attainments and their time on the job. (Because single schedules nearly always featured separate tracks for different levels of preparation, they were often called *preparation schedules.*)

One of those who wanted to

vailable to them.

ake elementary teaching more rofessional was NEA President homas W. Bicknell. On the floor the 1884 NEA convention, Bick-ell made what was probably the rst call for a single salary sched-e, though he did not use that rm. He wanted to apply to all achers "a sliding [salary] scale . based upon qualifications and xperience." This improvement ould, Bicknell thought, lay the oundation for a permanent rath- than a floating profession."

Between 1884 and 1920, salary hedules became common in U.S. ies. Even though they were in-easingly likely to provide annual crements for successful teaching perience, they were still basical- position schedules. NEA sur-ys did not turn up any city with single salary schedule until 17-18.

To adopt a single schedule, school boards had to be willing to give equal pay to, say, a first grade teacher and a high school physics teacher with the same level of education and amount of teaching experience. That meant there had to be a change in the value employers attached to elementary and secondary teaching. In the first two decades of this century, the growth of the junior high school concept and a new recognition of the importance of early childhood development helped establish the idea of their equivalence.

But the First World War had as much to do as any pedagogical development with the introduction of the single salary schedule. The war offered teachers (especially women) the chance to obtain government jobs at up to twice the pay they had been receiving.

To resolve the resulting shortage in teacher supply, the NEA Committee on the Emergency in Education recommended, in 1920, that districts pay teachers "on the basis of education, professional training, and successful experience"—in other words, that they adopt the single salary schedule. The following year, the NEA formalized this recommendation.

The single salary schedule spread fairly rapidly among city school districts. Superintendents liked the way it linked salary with preparation, because that helped them shield salary decisions from political influence. The schedule of increments also made total salary outlays relatively predictable.

In 1924-25, 20 percent of cities reported to the NEA that they had such schedules; in 1930-31, 25 percent. The Depression of the 1930's slowed but did not halt the trend toward the single schedule. It reached 35 percent of cities in 1938-39, 43 percent in 1945-46, 64 percent in 1946-47, 95 percent in 1948-49. By mid-century the single salary schedule had won the nation.

Did elementary teachers, the intended beneficiaries of single schedules, benefit from them? In 1905, elementary teachers earned 63 percent of what high school teachers earned. By 1924-25, that figure had risen to about 75 percent. By the end of the 1930's, among some 60 cities that had had single salary schedules for eight years, elementary teachers in the median city were earning 85.6 percent of what high school teachers were earning. To bring the facts up to date: in 1982, elementary teachers are earning an estimated 95 percent of what secondary teachers are earning.

Doubtless many factors contributed to this shift. But the single salary schedule did do what it was intended to do: It gave elementary teachers the incentive to attain advanced levels of preparation and to accumulate additional years of experience.

Many obtained higher levels of preparation of their own volition. After World War II, state education departments and local school districts gave elementary teachers added impetus to acquire higher degrees by requiring them to have the same minimum levels of education as secondary teachers. The reason their earnings today are still only 95 percent of secondary teachers' is largely a function of the greater likelihood that secondary teachers (by a margin of 54 percent to 45 percent) will have advanced degrees.

A relative lack of advanced degrees was not, however, the only reason elementary teachers' salaries lagged behind secondary teachers' for so many years. The problem was that where gender was concerned, single salary schedules really weren't single at all. They still allowed school districts to pay men more than women. And since men were a much larger component of the secondary than of the elementary teaching force, single salary schedules couldn't do their job of equalizing elementary-secondary earnings until differentials favoring men were eliminated.

Sex Differentials

The proportion of men teachers dropped continuously throughout the last years of the nineteenth and the beginning of the twen-

Fig. 1. Schedule of Teachers' Salaries—Newark, N. J.

Effective September 1, 1917

Grade	Permanent						
	1st Yr.	2nd Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	Max.
High Schools							
Principals	$4,000	$4,200	$4,400				$4,600
Head Assts. and Heads of Depts.:							
Men	2,500	2,700	2,900	$3,100			3,300
Women	2,000	2,200	2,400				2,600
Assistants:							
Men	1,800	1,900	2,000	2,100	$2,300	$2,500	2,700
Women	1,300	1,400	1,500	1,600	1,800	2,000	2,200
Physical Training—Head Teachers:							
Men	1,900	2,100	2,300	2,500			2,700
Women	1,500	1,600	1,700	1,800	2,000		2,200
Assistants:							
Men	1,600	1,700	1,800	2,000			2,200
Women	1,300	1,400	1,500	1,600			1,800
Primary and Grammar Schools							
Principals:							
Men—More than 14 classes	$2,500	$2,700	$2,900	$3,100			$3,300
Less than 15 classes	2,100	2,300	2,500				2,700
Women—More than 14 classes	2,200	2,400	2,600				2,800
Less than 15 classes	1,800	1,900	2,100				2,300
Vice-Principals:							
Grammar	1,700						1,800
Primary	1,400	1,500					1,600
Supervising	1,400	1,500	1,600				1,700
Head Assts. and First Assts.	1,200	1,300	1,400				1,500
Assts. and Kindergarten Directresses	850	900	950	1,000	$1,050	$1,100	1,200
Physical Training:							
Men	1,400	1,500	1,600	1,700			1,800
Women	1,100	1,200	1,300				1,400

Source: Excerpted from material reprinted in National Education Association, *Addresses and Proceedings*, 1920. p. 663.

tieth century, reaching a low point of 15 percent in 1919-20.

School board members and superintendents were determined, however, not to let teaching turn into a women's profession. So despite some demands for equal pay (by the NEA, as early as 1904), many superintendents of the 1920's openly favored paying differentials to men to keep them in the profession. They did not let the so-called single salary schedule stand in their way.

The provisions listed below, culled from various single salary schedules of the 1920's, show how they did it. They come from a study done by Lyle L. Morris and published by Teachers College, Columbia University, in 1930.

- "For the purpose of equating supply and demand differences between male and female teachers, all male teachers shall be upgraded five years with reference to both minimum and maximum salaries."
- "This schedule does not apply to male teachers."
- "Men receive $400 more than women."
- "The salaries of supervisors, principals, and of men teachers are not governed by the above schedule."

Where the schedule required equal pay regardless of gender, employers turned to subterfuge and special arrangements—such as extra titles or extra jobs or even money under the table—in order to pay men more. Still, the trend was toward equality. The single salary schedule was egalitarian in theory. Over a period of time it came to be egalitarian in practice as well.

In 1939, the NEA Committee on Equal Opportunity reported on the salaries of men and women high school teachers in states for which data were available throughout the 1930's. The Committee found great regional variation, with women worse off in New England and the Southeast. A pattern of improvement in female-to-male salary ratios was evident, however. In three

ates, women's salaries equaled
en's.

Further statistical evidence of
quality between the sexes came
n the decline in the percentage of
chool districts that explicitly of-
ered higher maximums for men
han for women high school teach-
rs. These dropped from 34 per-
ent in 1924-25 to 25.8 percent in
938-39.

Similarly, the proportion of
ities requiring equal pay sched-
les grew rapidly after World War
. By the mid-1950's, more than 95
ercent of all cities had adopted
qual pay requirements—at least
n paper.

Men stayed ahead of comparable
omen in earnings, however. As
e have seen, even with equal pay
olicies, men were more likely
han women to have advanced de-
rees and to take on paid extra
bs, such as coaching. School offi-
ls were also more likely to offer
ch jobs to men than to women.
many communities, depen-
nts' allowances were available to
arried men. School officials did
t see these outright subsidies as
violation of equal pay require-
ents.

Right up to the present, women
e bringing suit on the basis of
deral and state equal opportuni-
laws to end the remaining sala-
practices favoring men. In 1965-
, the most recent year for which
ere are national data, women
gh school teachers' salaries were
percent of men's. That figure
ould move toward 100 percent
for example, women coaches
gin to be paid on the same basis
men—and women are as likely
men to *be* coaches.

Any pay differential that then
mains between men and women
achers will result primarily from
o factors: the small difference in
e proportions of men and wom-
with advanced degrees and the
eater likelihood of men teachers'
ving had 20 years of teaching
perience.

The single salary schedule will
ve shed all the exceptions and
emptions that for so long made it
louble standard, favoring men
r women.

The Past Tries for a Comeback

Just when nearly a century of effort has paid off—as teachers have achieved a salary structure that rewards them for professional competence rather than for gender or for the grade they prefer to teach—the suggestion arises to undo it all. The pressure is on to pay bonuses to induce people to teach math, science, and certain other subjects. School boards are again tempted to pay comparable teachers different amounts for the same work.

If teacher associations do not handle these proposals for salary differentials in a way that upholds the principles of equal pay for equal work and objective standards for salary differentials, the result will be a step backward toward that gloomy state of nature that prevailed 100 years ago.

> The principle of equal pay for equal work is once again in real jeopardy.

It is not difficult to conjure up a mental image of a "nasty, brutish" world in which teachers in plentiful supply must forego salary increases so that teachers in less plentiful supply can receive supplements.

There is, however, no need for such a horror to occur. For one thing, it is only since 1975 that beginning salaries offered to teachers have gotten so out of balance with salaries offered college graduates by the private sector. In 1975-76, the average salary that private industry offered bachelor's graduates in mathematics/statistics was only 109.8 percent of the average salary public schools were offering beginning teachers with a bachelor's degree. By 1980-81, that ratio had grown to 185.6 percent.

Further, from reports by NEA Research, the availability of qualified teachers has decreased significantly only in those areas, such as mathematics, where there has always been a near-shortage. In that situation, a small drop in the number of teachers available can throw the system into deficit.

This means that a return to 1975 ratios between beginning teaching and nonteaching salaries would alleviate much of the teacher shortage in technical fields. In a period of budget cuts and RIF's, that won't be easy, but it is an achievable goal.

The effort should be to increase all teachers' salaries—not just those in the technical areas. For the nation cannot afford a situation in which its children study some subjects—literature and history, for example—with teachers whose paychecks suggest an inferior status. Nor can the education profession afford to have people with equivalent training and workloads, working side by side, paid on a different basis. If funds are available from outside the general education budget—from industry, for example—to provide, say, a 12-month salary to science or math or technical teachers, that would not breach the equal pay requirement. Teachers have always been free to supplement their salaries in the summer with income from outside the education system.

In Resolution E-7, the NEA decries any salary schedule that discriminates "as to grade or subject taught." The reasons for this are as relevant now as they have been in the past. Descheduling some teachers' salaries will undermine the integrity of the single salary schedule. More important, it will threaten the unity of the teaching profession and the collegiality among educators.

A century ago, President Bicknell asked whether teaching is a permanent or a floating profession. That question should not still be open. Only comprehensive improvement in the economic status of *all* teachers will close it decisively.

Ms. Needham is a staff writer with Today's Education.

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Of Mice and Men, A Huckleberry and Harassment

DOROTHY C. MASSIE

Teachers reflect on their experiences with the advocates of censorship.

Today many classroom teachers are in the position—not a very enviable one—of being experts on the subject of censorship. They qualify as experts because they are experiencing firsthand the pressures and pains of censorship. They regularly cope with unrestrained attacks on their judgment and with fierce challenges to the books they assign, the curriculums they teach, and the instructional methods they use in the classroom.

These teachers understand that the First Amendment to the Constitution does not give them *carte blanche* in the selection of curriculum materials. Not one among them would advocate placing *Hustler* magazine in the classroom. Not one would advocate discarding the common sense that tells them that a book appropriate for seniors may be inappropriate for freshmen. Not one would deny that there is an important, albeit sometimes elusive, line between material that ennobles the human spirit and that material degrades it.

These teachers ask only to preserve the classroom as a place where reasoned judgment rather than impassioned hysteria rules. Their efforts, however, are increasingly under siege: Between 1978 and early 1982, reports the American Library Association, the number of challenges to the instructional materials teachers use tripled. Throughout the country, book-banning incidents have increased dramatically. The challenges are intense; the rhetoric accompanying them, strident and often inflammatory.

What do those in the trenches have to say about censorship?

In the face of this growing pressure from self-appointed moral guardians, many teachers who have been involved in censorship battles freely admit that they are guilty of the following:

- Teaching more than just the basics
- Teaching decision-making skills
- Teaching economics courses that include information on noncapitalist economic systems
- Teaching creative writing
- Teaching sex education
- Teaching young people to respect cultures, traditions, and lifestyles different from their own
- Teaching that the founders of this nation were less than perfect
- Teaching students to think critically
- Teaching girls that they have opportunities beyond the roles society traditionally assigns women.

On the basis of these and other acts of premeditated pedagogy, many teachers today stand accused of the crime of secular humanism. This the accusers (political/religious leaders of the Radical Right) define as a godless religion that glorifies self-deification and moral relativism. They accuse teachers of giving students "ideas," an act that textbook critic Norma Gabler claims "is just not fair to our children . . . . Ideas will never do them as much good as facts."

Paralleling this assault—but lacking its scope and intensity—are attacks by left-wing groups attempting to reverse the effects of generations of textbook accounts that excluded or discredited minorities and women. The upshot is that teachers—subjected to vicious pressure from the right and plaintive appeals from the left—are caught in a political pincer.

What do those in the trenches, the classroom teachers, say about censorship? What is it doing to them, to their students, and to educational programs in their schools?

A high school teacher working in an affluent Southwestern suburb teaches a 12-week family living course that once included discussion of such topics as divorce, drugs, child abuse, alcoholism, and premarital sex. No longer: A "concerned parents" group, reciting a script now familiar to teachers across the nation, charged that she was part of an attempt to break down students' religious beliefs, undermine their respect for parents, and encourage sexual activity and drug use. They labeled her course negative, depressing, anti-American, anti-God, anti-parent, and secular humanistic.

She describes the sanitized "Dick and Jane" world that some parents seek to impose upon her classroom.

"These parents tell me that the home and church should be the foundation for any kind of morality. I agree. But I see students whose questions and concerns no one addresses.

"I have students who have experienced divorce in their families. I have students who have been abused and students who live in homes where the parents are alcoholics. I have to try to help these students. But I can't even begin to help them—to answer their questions—if I listen to the parents who say that these children's concerns must be dealt with only in the home.

"These people are not dealing with reality. They're living in a dream world. Who am I helping if I let myself be bullied by them? Their kids are not untroubled or innocent.

"We have sent notes home to parents telling them precisely what the course will cover; and I am not supposed to depart from that agenda, even when that means telling students I can't answer some of their questions or address some of their problems. The kids can't believe it."

And how does the controversy affect the teacher?

"This censorship, this pressure on teachers, these groups questioning our every word, every action—all this adds to teacher stress and teacher burnout. We're reaching a boiling point."

A teacher in a rural Western community tried to find something positive about the complaints that resulted in the banning of John Steinbeck's *Of Mice and Men* (and the eventual elimination of the entire required reading list) from his ninth grade class:

"The censors are well-meaning parents. They want to improve the quality of education in their schools. Unfortunately, the school board members are really not well versed in education. So, the decisions they make, however well-intentioned, are not mindful of or responsive to educational goals.

"I think the school board has the obligation to provide access to ideas no matter what local prejudices may try to dictate. If the interests of education are served by a certain book, then the board should not ban it, no matter how many citizens oppose it.

"Teachers can't educate ki without discussing controvers issues. We are not, as some cr ics say, 'inculcating' ideas. Rat er, students and teacher are *d cussing* ideas. As long as we a not leading students to sor ideological goal or manipulati them, discussing ideas is wh we should be doing in secon ary education."

This teacher points to what describes as one of the "unmeasu able evils" of a censorship batt He recalls that when the cont versy broke loose, he felt pre sured to teach in a defensive, ove ly cautious manner. He did n however, bend.

"I decided that in all honest could not go on working for th school system if that meant gi ing my students less than t best I was capable of."

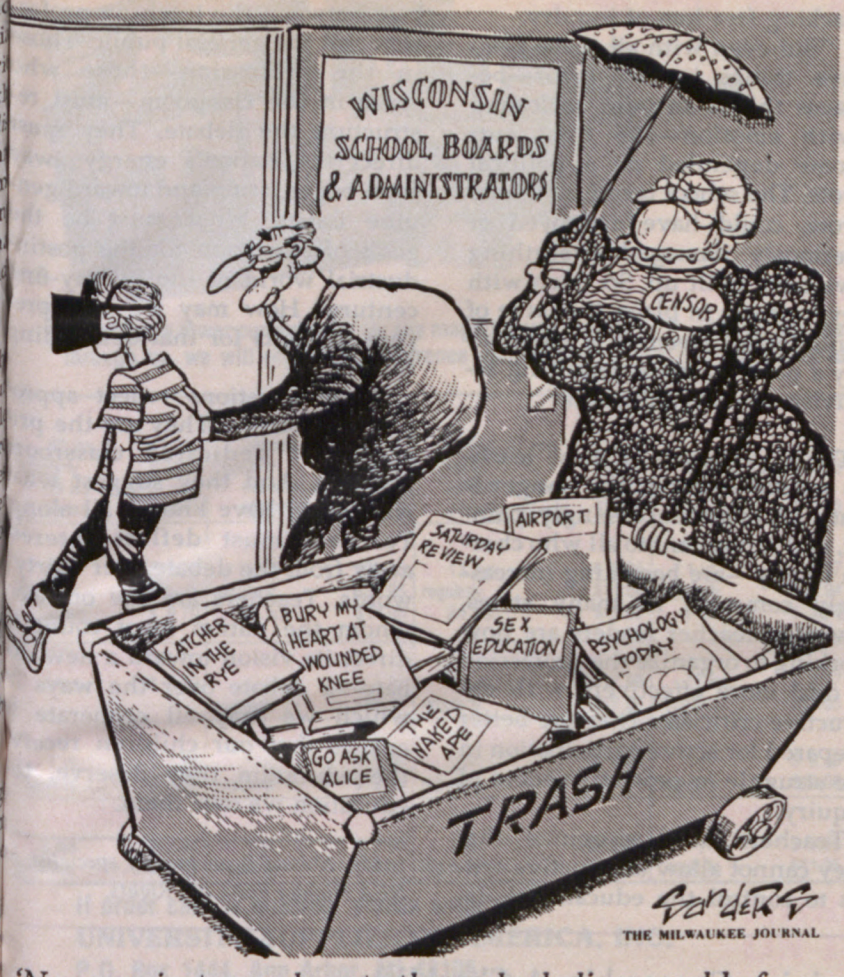
In fact, this teacher will not on working for this school syste His contract is not being r newed.

Another censorship case, th one in a Northern suburb, reach its peak three years ago, but t effects linger on. The teach whose sex education cour sparked the conflict still feels t pain.

"Some parents wanted th children out of the course, so t school system set up an alter tive course. My health teachi partner taught the alternati course, and I got all her sex ed cation students.

"At one point I had 46 st dents in my class and *16 pare observing*. They had all plac their own children in the alt native class, but this did n satisfy them: They didn't wa sex education taught in t school at all. The pare brought the educational proc to a standstill. They stifled st dents' questions complete Virtually no sex education taught at all for that entire c ricular period. My course was absolute joke.

"Vicious rumors were spread about my teaching. . . . Stories circulated that I had some of my students demonstrating sexual positions in the classroom."



'Now you just run along to the make-believe world of your classroom.'

"Rumors were spread about
ny class—rumors that linger to
his day. At a parent-teacher
onference last year, one woman
aid, 'I hear you are removing
our clothes in the classroom
nd showing the male anatomy.'
tories circulated that I had kids
emonstrating sexual positions
n class.

"The hardest part for me was
iving with the personal de-
truction: the harassment, the
te-night phone calls, the com-
arisons with Reverend Jim
nes, the damage to my rela-
onship with my students. All
f the trauma nearly meant the
nd of my marriage. I went
hrough two periods of serious
epression during that time. It's
een three years of hell.

"I always had prided myself
n having good, sound educa-
onal judgment. The question-
ing of my judgment as a teacher, I guess, is the thing that bothers me the most. I am now in the process of getting out of education."

These teachers were victims of right-wing psychological warfare. From time to time, however, teachers also feel censorship pressure from groups who are themselves targets of right-wing attack: feminists and various minority groups. Leaders of these groups cite evidence that textbooks have historically been a product of censorship—censorship that has "censored out" women and minorities. They seek to remedy this exclusion. But occasionally, they also try to ban or limit access to library books because of alleged racism, ageism, sexism, discrimination against the disabled, and similar kinds of bias.

Mark Twain's *Huckleberry Finn* is among the books singled out for this kind of attack—ironically in one instance at Mark Twain Intermediate School, in Fairfax County, Virginia. An administrator there sought to ban the book from the assigned reading list of a junior high school class for gifted students. He claimed that it was "racist trash." He said, "I winced every time I heard the word *nigger* in the book" and called Twain's classic "poison" and "anti-American."

During the controversy, several people pointed out that the book satirizes the self-righteous pieties that masked the racial prejudice of Twain's era. A Georgetown University professor commented that any kid in junior high could get this message. "To think that is asinine," responded the would-be censor. "How many children understand satire?"

According to the teacher who had assigned the book, this statement, more than all others, angered students in her class.

> "They thought that was a slur against their basic intelligence. They said, 'We are perfectly capable of understanding satire.'
>
> "But what really hurt me was that I used this book to talk about the attitudes people have and how those attitudes can hurt others. Then to have someone tell me I'm racist was very upsetting.
>
> "So you start saying to yourself, What can I use and what can't I use? And what is most disturbing is that you no longer base that answer on educational considerations or students' intellectual needs and abilities. Instead, you're thinking of parents and the school board. You no longer act in your students' best interest."

The scope and intensity of recent censorship efforts has, not surprisingly, caught many teachers off guard. Repression in the guise of civic concern can easily baffle even the most astute educators. The experience of another teacher in another community,

however, shows the difference that preparation and organization can make.

A high school English teacher in a Northern suburb faced what others have faced—an attempt to ban *Of Mice and Men.* This time, the faculty was ready for the censor. Their master contract included an academic freedom clause. Their principal and superintendent supported their cause. The result of the controversy was in doubt only because a school board election controlled the final outcome. Reports the teacher:

"We lobbied the board to delay the vote on the issue until after the May school board elections. We worked hard and succeeded in electing a supportive school board member. The final vote was four to three to keep the book.

"We had everything in place—an academic freedom clause, a formal complaint procedure, a strong local association supporting us, and knowledgeable people in the community backing freedom of inquiry.

"But even with all these positive things in our favor—because this is an issue so loaded with emotion—the final outcome depended on a political vote. The school board, with one vote, could have destroyed or seriously damaged everything we have built up. So, even with everything in place, the issue of intellectual freedom is essentially a political issue, requiring activism and organization."

The experiences of these teachers are not atypical. The danger is that such experiences—ugly, painful, and repugnant to all who cherish liberty—are becoming increasingly common. In many states, however, teacher leaders are now working to organize the profession to deal more effectively with destructive criticism. They are better prepared for active participation in the struggle to protect freedom of inquiry.

Teachers now recognize that they cannot allow destructive critics to control the educational debate between the teaching profession and the general public. Those in the profession—those who serve in the classroom—must restructure the debate. They must direct the nation's energy away from bogus issues and toward genuine issues: What must be the goals of education for the postindustrial world of the twenty-first century? How may we best prepare students for that demanding future?

These questions reflect appropriate priorities. They are the priorities of dedicated classroom teachers. And they suggest what we should have known all along. Teachers must deflect interest away from the debate over "dirty" words. Teachers are the ones on whom the nation must count to direct its vision toward a new debate—a debate over the ways in which we may all cooperate to ensure that our children receive the education they deserve, the education we owe them.

Ms. Massie is an inquiry specialist for NEA Human and Civil Rights.

Surviving Censorship: A Checklist

_____ 1. Does your master contract (or school district policy) include a clause expressing a commitment to intellectual freedom?

_____ 2. Does your school district have a written policy on instructional materials selection? Has your board of education formally adopted it?

_____ 3. Does the policy include a procedure for handling complaints?

_____ 4. Does the policy provide guidelines for handling controversial classroom issues?

_____ 5. Does your school system communicate with civic, religious, educational, and political bodies in your community? Does your local Association maintain communications with such groups?

_____ 6. Does your school system have written rationales to explain the use of specific classroom materials, especially those that students are required to use?

_____ 7. Does your school system maintain a vigorous public relations program on behalf of intellectual freedom?

_____ 8. Is your Association aware of groups in your community who are likely to initiate complaints about instructional materials?

_____ 9. Is your Association aware of groups in your community who are advocates of intellectual freedom?

_____ 10. Is your Association in contact with state and national organizations advocating intellectual freedom that might provide assistance in the event of censorship attacks?

If you answer *No* to any of the above, you are vulnerable to unreasonable attacks on intellectual freedom. Assistance in developing policies and procedures to support intellectual freedom is available from—

- American Library Association, 50 E. Huron St., Chicago, IL 60611.
- National Coalition Against Censorship, 22 E. 40th St., New York, NY 10016.
- National Council for the Social Studies, 3615 Wisconsin Ave., N.W., Washington, DC 20016.
- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.
- NEA Human and Civil Rights, 1201 16th Street, N.W., Washington, DC 20036.

Adapted from Selection Policies: A Guide to Writing and Updating, *prepared by the Intellectual Freedom Committee of the Michigan Association for Media in Education.*

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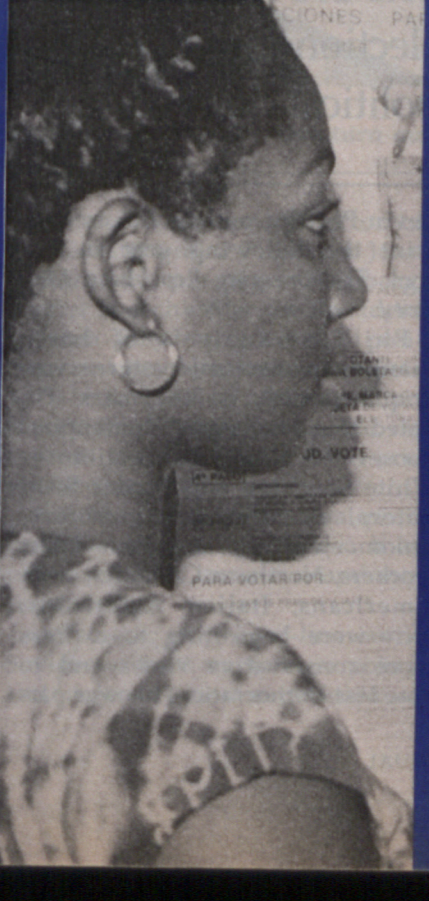

Election '82

ALAN BARON

In this off-year contest, U.S. voters will send themselves a message for the future.

Only once in this century has the President's party increased its share of seats in the House of Representatives in a midterm (i.e., mid-presidential term) election. That was in 1934, two years after President Franklin D. Roosevelt's landslide victory over Herbert Hoover. According to historians, the 1934 Democratic victory confirmed a historic realignment in American politics: An era of Republican dominance, which had lasted since the Civil War, ended; a half century of liberal Democratic dominance began.

A Republican Majority?

After Ronald Reagan's election as President in 1980, New Right and Republican theorists suggested that another realignment election had been held. They boldly asserted—and many Democrats and liberals quietly feared—that the American electorate had voted for a fundamental ideological reversal. Increasingly conservative on political issues, voters would align themselves with the Republican Party, making it the new majority party. These analysts suggested that the 1982 midterm elections would, like those of 1934, confirm a new Republican majority, with the GOP making substantial gains—possibly even adding control of the House of Representatives to its existing control of the Senate.

The Reagan strategists of 1980 did not conceive from scratch the vision of a new Republican majority. Rather, they borrowed the outline that Richard Nixon's political operatives had put on the drawing boards more than a decade earlier, in 1968. Nixon electoral analyst Kevin Phillips put the theory into print the following year in his book *The Emerging Republican Majority*.

The 1934 midterm election ended GOP political dominance.

Phillips' analysis of basic changes in electoral patterns was unquestionably on the mark. He noted that traditional elements of Roosevelt's New Deal coalition—White Southern and Border State voters, middle-income voters, union members and blue-collar workers, Northern Catholics, Irish Americans, Italian Americans, etc.—were beginning to express more conservative views and to vote less Democratic. This was particularly true in presidential, senatorial, and, to a lesser degree, congressional contests. In these races, ideology is more likely to make a difference than in, say, an election for county sheriff or city council member.

At the same time, Phillips noted that some traditional Republican constituencies—upper-middle-income or college-educated voters or those who were Episcopalians, New Englanders, or professionals—were moving away from their GOP traditions. As they became more liberal in their political views, they voted less solidly Republican.

Watergate, it has been suggested, kept Phillips' theory from having a fair test. That scandal discredited Richard Nixon and the Republican Party. But advocates of the Phillips theory, looking to the first "real" post-Watergate election in 1980, saw the trends he had outlined reemerging. For example, a conservative Ronald Reagan did better than previous Republican candidates (even Dwight Eisenhower) among blue-collar Catholics. And he did worse among suburban, college-educated, upper socioeconomic groups—the very people who might have been expected to favor a Republican candidate—than he did among voters in general.

The outcome of the 1982 elections may hinge on which voters turn out and which ones stay home.

The Neoconservatives

Acceptance of Phillips' historical and demographic analysis need not entail acceptance of his outline of the future shape of American politics. The so-called neoconservative Democrats dissent from his prediction of a Republican majority. They think the Democratic Party can recapture the groups Phillips sees it losing by readopting the policies that brought those groups into the Democratic fold under FDR. Given today's terminology, the policies they have in mind are seen as relatively conservative.

Richard Scammon, Director of the Census under President John F. Kennedy, and Ben Wattenberg, former speechwriter for President Lyndon Johnson, gave this position precise delineation in their 1970 book, *The Real Majority*. Their theory: The Democrats should recapture their Catholic, Southern, working-class base by—

- Taking relatively liberal positions on economic issues (such as national health insurance and corporate taxes)
- Pressing for hard-line anti-Soviet positions on foreign policy and defense (in the tradition of President Harry S. Truman and other post-World War II Democratic leaders)
- Advocating moderately conservative social/cultural policies that clearly reject the upper-middle-class activism identified with such groups as "feminists" and "environmentalists."

This Real Majority strategy never got a real test in the Democratic Party either: By the late 1970's, the realignment of voters that Phillips had outlined a decade earlier had already gone too far. The moderate Democratic officeholders on whose leadership their strategy

depended found themselves increasingly outflanked to the left, particularly by grass-roots Democratic Party activists.

On economic and social issues, for example, both the Democratic Party and the nation appeared to be moving in directions opposite to those Scammon and Wattenberg hoped for. National health insurance was further from being adopted than when Harry Truman was in the White House, and public attitudes on such social issues as gay rights and abortion were gradually growing more liberal, even among blue-collar Democrats and Southerners.

The failure of Democratic neoconservative theories to predict what would happen does not, however, prove Phillips was right. Given that blue-collar Catholics in Chicago are voting less Democratic than before and white-collar Episcopalians in Winnetka less Republican, it does not necessarily follow that the two groups will exchange places on the political spectrum. Catholics are not likely to become the foundation of an emerging Republican majority; nor Episcopalians and other upper-middle-class voters, the foundation of a new Democratic minority.

Ideology v. Demography

An alternative interpretation of these apparent ideological shifts maintains simply that demographic factors, such as group membership, are becoming less relevant in the political decision-making process. Voters are making decisions more individualistically, with membership in a group less important than before. Consequently, coalitions of groups are increasingly less important.

This development is a logical outcome of the Roosevelt revolution. FDR created a political majority by putting together a coalition of groups, each of which perceived itself to be a minority. When he took office in 1933, the majority in the United States was presumed to be White, Northern, Protestant, nonurban, and nonunion. What FDR did was add up the other Americans—for example, the Irish, Italians, Jews, Southerners, unionists—into a majority.

> The FDR coalition dissipated because it succeeded. Today voters no longer think of themselves as Italians, Irish, or whatever; the result is a politics of unpredictability.

But unlike the situation in European nations, where the expectation was that class and religious lines would be maintained, U.S. minorities aimed to become part of a new majority. Thanks to such developments as FDR's New Deal, the socioeconomic effects of World War II, the growth of national communications media, the spread of education—they did just that.

The FDR coalition thus dissipated because it succeeded. Today, as voters go to the polls, they no longer think of themselves as Southerners, Italians, Irish, or whatever. The result is a politics of unpredictability. Note the following pieces of evidence.

- The most conservative President in history proposes the greatest federal deficits in history.
- The manager of dovish George McGovern's 1972 presidential campaign, Senator Gary Hart (D-Colo.), emerges as a leader in the battle for stronger conventional armed forces.
- The hero in the battle against tuition tax credits, Senator Ernest F. Hollings (D-S.C.), is also the leader in the fight for prayers in public schools.
- The point man in the Senate in the battle against New Right efforts on busing, abortion, and prayer is the father of the American conservative movement, Senator Barry Goldwater (R-Ariz.).

Ideology and Elections

The emerging politics of the 1980's is not random and inexplicable, however. The American electorate divides neatly along two continuums, of economics and of education.

Poorer people, minorities, and union members tend to be more liberal on economic issues. They are likely to favor national health insurance and government regulation to protect worker health and safety and to oppose tax breaks for oil companies. The more wealthy people are, the more they are likely to take the opposite positions.

The second continuum reveals that less-educated people tend to be more conservative on social and cultural issues. Their conservatism extends to issues such as civil rights for minorities (unless they are themselves minorities), abortion, school prayer, gay rights, censorship. The more educated people become, the more liberal they tend to be on such issues.

For voters who are at the same ideological extreme on each continuum, the political choices are easy. A self-made multimillionaire with a third grade education is a far better prospect to support Jesse Helms, the conservative Republican senator from North Carolina, than Ted Kennedy. Similarly, a graduate student with two degrees in philosophy, trying to make ends meet on $8,000 a year, is a better bet for Kennedy.

But that leaves a lot of people in the middle: a mechanic in Spartanburg, South Carolina, for example, who dislikes both feminists and oil companies; or a scientist in Newton, Massachusetts, who favors civil rights but thinks national health insurance would be a boondoggle; or a retiree in Ocala, Florida, who wants increases in both military spending and social security.

Conflict and Voter Apathy

These ideological conflicts affect voter turnout. They are one reason why it is lower in the United States than in Western European countries where (1) voters can often choose among a range of parties and/or (2) the major parties divide along strictly economic lines. In the latter case, social issues (such as capital punishment) are considered nonparty issues on which legislators are expected to cast "free votes" based on their consciences.

In the United States, voters torn between ideological alternatives often stay home. That was a major cause of Jimmy Carter's defeat in 1980. Of the 1976 Carter voters, some 26 percent (according to a *Los Angeles Times* poll) didn't vote in 1980, compared to just 7 percent of 1976 Ford voters who failed to vote.

The Carter falloff—which occurred mainly among blue-collar, moderate-to-conservative, Southern, and Catholic Democrats—was the result of indecision. These voters were disappointed with Carter's economic record, but were not quite ready to trust the Hollywood millionaire on the GOP ticket.

The impact of voter turnout on results is even greater in off-year elections. Of all eligible voters, some 30 percent probably never vote at all. Of the 70 percent remaining, some 70 percent vote in presidential elections, about 50 percent in mid-term contests. But neither the 70 percent nor the 50 percent are the same from one election to another. What is important for the outcome is which voters decide to stay home in a particular year.

In 1982, it is probable that the uncertain voters who stay home will be from the Republican and conservative columns. This will give the Democrats the opportunity to pick up a significant number of House seats (but fewer Senate seats, because Senate races have more visibility and are less determined by trends). The Democratic gain would go higher were it not for the massive GOP/New Right fund-raising advantage.

And If the Democrats Win?

If the Democrats do win seats away from the GOP in 1982, what will that portend for politics in the years ahead? For one thing, it will show that in 1980, the GOP misread their victory as an indication of an emerging ideological right-wing majority. Americans were in effect simply saying, "We don't like the way things are going, and we will try something else."

If the Democrats do succeed in 1982, and more important, in 1984, they will need to present a legislative program that reflects reality. They may hope that Americans have shifted back to the left and are ready for Reaganism in reverse. There is not much evidence for this, however. In reality, political power in the years ahead is likely to shift back and forth between the parties at short intervals.

It follows from this last fact that should the Democrats make substantial gains, they will need to be prepared to follow the strategy that President Reagan did in 1981 (and that President Lyndon Johnson did in 1965 and FDR in 1933): Make changes when you have the power to do so, realizing that those who follow will have trouble undoing everything.

With this in mind, groups concerned about education must begin now to work on the issues that they will give priority to following the 1982 and 1984 elections. The issues have mostly been identified, so this effort must relate primarily to selecting public relations strategies for educating both politicians and the public about them.

Take tuition tax credits. Pointing out that they are almost certain to escalate in cost far beyond what advocates predict can gain the support of fiscal conservatives in the fight to defeat them. Tuition tax credits are one of several issues on which the NEA can find allies in people who are fiscally conservative but socially progressive.

On other issues, like school funding, NEA's allies are more likely to come from among traditional liberals, who favor strong government. But here again the best course of action should be to seek coalitions wherever they can be found. On many issues, advocates of B-1 bombers and MX missiles will probably differ with the NEA. But the hawkish Democrats and teacher organizations will be equally concerned at the low number of scientists and engineers being educated in America today. President Eisenhower called his education program the National *Defense* Education Act. Obviously, in its proposal for an *American* Defense Education Act to invigorate local scientific and technical instruction, the NEA has not forgotten this stratagem.

In an era of changing coalitions and changing issues, the time has come for progressive groups like the NEA to take a fresh look at the dynamic changes in the electorate and shape strategies for success in a new environment. As always, the challenge in formulating such strategies is to do so without abandoning egalitarian ideals, forsaking progressive policies, or, in general, violating one's fundamental principles.

> Ideological conflicts affect voter turnout—one reason it is lower here than in Western Europe. In the United States, voters torn between ideologies often just don't vote.

Mr. Baron publishes The Baron Report, *a newsletter that reports on politics from Washington, D.C.*

Why We Fight

WILLARD McGUIRE
NEA President

Among the luxuries NEA members cannot afford is freedom from the clash of political forces.

If our schools were magical islands floating majestically above a world tormented by conflict. . . .

If classroom doors buffered our children against the reverberations from national antagonisms and international tensions. . . .

If economic turmoil and social divisiveness had no impact on the efforts of children to learn and of teachers to teach. . . .

If our children deserved less than a fully supportive population energized by commitment to a humane future. . . .

If all these hypothetical conditions were realities, those who labor in schools—and the NEA—could bask in a rarefied atmosphere splendidly isolated from the political realm.

Alas, the world is too much with us. What occurs in state legislatures, in the U.S. Congress, in the Oval Office, and even in foreign capitals makes a difference for us and for the children we teach. So long as our commitment remains what it has been for 125 years—quality education for all our nation's children—we have no choice but to fight for the principles and ideals that forward that commitment.

To abandon the challenge of influencing the powerful would be to condemn our students to powerlessness and perhaps to victimization. Our students deserve better. It is this conviction that has propelled the NEA into widening circles of political involvement.

A jubilant Willard McGuire leads NEA lobbyists in celebration of the 1979 House of Representatives vote establishing the Department of Education.

The classroom is not a sanctuary from the effects of social and political myopia.

I am often asked, as I travel around the country, why NEA has in recent years expanded and intensified its political activities. My answer is, the NEA is by tradition an activist association, animated by the highest principles of social justice. Our political commitment is not new.

What is new is our immersion in the tooth-and-claw realities of partisan politics. And regarding this development, the appropriate question is not, Why now? but rather, Why not sooner?

We learned slowly—not as slowly as many others, but slowly nonetheless—that disdain for the world of partisan politics amounts to an abdication of responsibility. We learned that we and our children are not immune from the consequences of ideological divisions and international collisions. We learned that the quality of education depends on equality of opportunity. We learned by painful experience that the enemies of education are not just understaffed schools and contemptuous attitudes toward teachers, but racism, sexism, militarism, and other forces that infect our national character with the poison of hatred.

The antidote to this poison was and remains an attitude of inclusiveness, an attitude that cherishes ethnic, racial, and cultural pluralism. We have come to see with clarity that our responsibility as educators includes, to paraphrase President Kennedy's lustrous prose, a responsibility to make our nation safe for diversity. From this recognition, our political agenda has grown.

Ideals do not by virtue of their inherent good sense prevail. If they did, we would not have to endure the repugnant spectacle of a nation practicing apartheid. We

would not, in our own country, have had to wait until the *1960*'s for civil rights legislation to give substance to the proclamations and mandates of the *1860*'s. And we would not still be waiting for the U.S. Constitution to recognize the human rights of women.

Even the highest ideals—the most "self-evident truths"—require time, money, organization, and effort to transform them into legislative and social realities. This hard fact explains the 1972 formation of NEA's Political Action Committee (NEA-PAC).

NEA-PAC is education's defense fund—and it belongs to you: NEA may issue an endorsement and provide PAC funds only with the concurrence of the appropriate state affiliate. NEA-PAC is your resource: It provides the education community at the grass-roots level with a means of mobilizing both human and financial resources behind pro-education candidates for federal office. In the 1982 congressional elections, NEA-PAC support will belong only to candidates committed to initiating and sustaining legislation that improves the welfare of teachers and protects our nation's children.

When Title I programs for disadvantaged children are threatened with extinction; Title IX, with unconscionable dilution; the Vocational Education Act, with subversion; and the Department of Education, with dismantlement, it is through NEA-PAC that we alert those seeking or holding federal office that we will not stand idle while the federal government forsakes our nation's children.

NEA-PAC's record of success is formidable: Of the 1,413 candidates for federal office supported by NEA-PAC since 1972, 78 percent have won. Nonetheless, we must hope for the day when our Political Action Committee becomes unnecessary. At present, its necessity has never been greater.

I have spoken of our ideals and of our efforts to transform them into realities. I would be remiss, however, were I to allow present needs and future projects to obscure our heritage of achievement. The direction in which we are now moving is a continuation of, rather than a departure from, that progressive and caring heritage.

> Even the most self-evident truths require time, money, organization, and effort to transform them into social realities.

Our first 125 years have been marked by a steady movement toward the ideal of inclusiveness I spoke of earlier. As early as 1915, we developed legislation (the Smith-Tower Bill, introduced in the 65th Congress) that would have established programs to meet the special needs of immigrants and illiterates, provided partial federal funding of teachers' salaries, and created a federal department of education. Congress chose inaction. NEA chose deepened dedication to its goals.

Our perseverance paid off. NEA efforts were pivotal in securing passage of major federal education programs, including—

- The 1946 National School Lunch Program
- The 1958 National Defense Education Act
- The 1961 law providing funds to train teachers of the deaf
- The 1963 Vocational Education Act
- The 1965 Elementary and Secondary Education Act
- The 1976 legislation that extended the provisions of the 1965 Voting Rights Act and appropriated funds for the improvement of services to handicapped children.
- The 1979 Act that created—despite stern opposition from the American Federation of Teachers—a federal Department of Education.

During these years of legislative initiative, we have taken care to set our own house in order. By 1866 women had achieved equal status within NEA. In 1964, during the same week in which Congress approved the Civil Rights Act, NEA adopted a resolution requiring its affiliate associations to remove all restrictive membership provisions. This resolution prepared the ground for the merger of NEA with the American Teachers Association, the national organization of Black educators.

With this merger we dedicated ourselves anew to the ideals of equality and inclusiveness. At the same time, we reaffirmed our conviction that teacher collegiality is essential to quality education. And we pledged our fidelity to the principle that the sameness underlying our differences is more important than the differences threatening to obscure our sameness.

The intensity of our efforts to embrace diversity and make equity real will not lessen. That intensity is perhaps best reflected in those criticisms of NEA that characterize our self-imposed organizational rules as "a parody of affirmative action guidelines."

We accept this characterization. We accept it with pride. For it reflects our commitment to move beyond what is legally required to what is morally right. It signals our conviction that to shape a society permeated by goodwill and good sense requires the extraordinary efforts of those ordinary people of all races and colors and creeds whom we call *teachers.*

We teach the children. We perform that noble task well. We will, however, perform it better when there exists a more comprehensive acceptance—embodied in statute and in social reality—of the welcoming inclusiveness that gives life to our political agenda and meaning to our mission. □

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ARMY NATIONAL GUARD

The Guard is America at its best.

CIRCLE QUICK-ACTION CARD NO. 26

The NEA Legislative Program for the 98th Congress

This official text sets out NEA's goals on Capitol Hill.

Preamble

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the legislative policies of the organization.

NEA believes in an appropriate federal role in education to assure equal educational opportunity for all citizens, to enhance the quality of public education in our nation, and to provide general financial assistance to local public education agencies for maintenance and operation of the public schools. This commitment is a proper response to the present and future economic, social, and national defense needs of America. The federal government must honor its commitment to assist state and local education agencies which bear the direct responsibility for providing education programs.

NEA supports legislation which advances its commitment in five major areas: adequate federal support for public education; improvement in the welfare, professional status, and personal economic security of all members; protection of civil and human rights; preservation and advancement of good public policy; and provision of high quality public education for all.

The lobbying resources of the organization are utilized to achieve the legislative goals as prescribed by NEA policy in three tiers of activity.

First Tier

NEA Priority Legislative Initiatives which require continuous activity to meet the priority

Second Tier

Current Congressional Issues of major importance to NEA where high activity levels are necessary to meet the congressional agenda and implement NEA policy

Third Tier

NEA Continuing Legislative Concerns where activity is undertaken only when matters arise of their own merit in the Congress.

The Legislative Program for the 98th Congress reflects both the determination to meet NEA goals and the realities of the ideological complexion of the 98th (1983-84) Congress and its agenda as well as that of the Administration. The lobbying effort for the 98th Congress will be pursued vigorously in Washington, and in each state and district through the affiliates and the Congressional Contact Teams, to work toward the achievement of NEA policy goals and, in the process, to define clearly which Senators and Representatives are friends of education.

Within this framework, NEA's legislative agenda is defined by the following objectives.

First Tier: NEA Priority Legislative Initiatives

I. General Aid

Provision of federal general assistance for the maintenance and operation of the public schools has long been a major goal of the Association. Congressional inertia and resistance to general aid must be overcome, and congressional perceptions of the federal government's fiscal responsibility for public education must be altered substantially. NEA's goal is one-third federal funding of public education.

NEA has traditionally supported both general aid and categorical aid. Categorical aid is targeted toward identified groups in need of special educational services. General aid provides direct federal financial support for the maintenance and operation of public education and is to be spent exactly as other education revenues are.

There must be a major effort to educate the Congress, the public, and the NEA membership as to fiscal realities of the funding structure of public education.

Thus NEA will continue to support categorical aid programs but will also seek—

- To effect a significant breakthrough leading to general aid
- To minimize inherent political tensions between general and categorical aid in developing a framework for general aid
- To establish a per capita revenue-sharing program of at least $400 per student as additional, not replacement, resources.

To achieve these goals in the 98th Congress, NEA will seek introduction of legislation to underscore the relationship between education and national security and to establish a program for public schools of incentive grants, based on approximately 2 percent of the national average per-pupil expenditure, to develop a locally based plan* to improve the nation's capability for national security by addressing deficiencies in such areas as mathematics, science, foreign language, and technology instruction. On completion of the first year of the program, the school district would be eligible for an additional 2 percent grant for implementation of the planned program.

II. Collective Bargaining Rights

NEA will continue to seek federally guaranteed collective bargaining legislation through the spending powers authority of the U.S. Congress. A spending powers approach would attach either a state or a local obligation to institute collective bargaining to the receipt of fed-

* The local planning process shall include teachers and shall provide for civil rights assurances.

eral aid. Such legislation would not be incompatible with existing state bargaining statutes which provide acceptable bargaining rights for teachers. Statutory precedent for this approach exists, and constitutional analysis indicates that the approach would be judicially upheld.

Thus the NEA will strive to have enacted a law which would attach a state or local obligation to institute collective bargaining rights to receipt of federal funds. Implementation of such a law should give bargaining agents for education personnel at the local level flexibility to make gains in such areas as preparation time, class size, aides in the classroom, and other matters of mutual concern.

Second Tier: Current Congressional Issues

I. Block Grant Proposals

Consolidated federal education programs must provide adequate funds to local school districts in a way which provides for equality of educational opportunity in compliance with the intent of the original legislation. Administrative overhead, paperwork, and bureaucracy must be curtailed to maximize funds for direct instruction of students. Nonpublic school student support must be consistent with the constitutional separation of church and state. Representatives of the collective bargaining agent or the state and/or local affiliates must be involved in the development of the program plan. Civil rights statutes must be followed, and there must be provision for accountability and review.

II. Civil and Human Rights Protection

Basic civil and human rights and liberties under law must be preserved. By statute and practice, all barriers which restrict any individual from the free exercise of rights enjoyed by others must be eliminated. Any efforts to expand sectarian practices in the schools; to limit the jurisdiction of the federal courts in areas of civil rights; to eliminate reproductive freedom; to eliminate busing as a desegregation alternative available to the courts; or to weaken affirmative action programs to correct historic racial, sexual, or age discrimination; to intern or contain any racially identifiable segments of our society must be opposed. Adequate funding must be achieved for enforcement of current law. The Voting Rights Act must provide protection of rights under a speedy and fair judicial process with free legal counsel.

NEA supports a constitutional amendment guaranteeing equality of rights for both sexes, the reauthorization and implementation of the original intent of Title IX of the Education Amendments of 1972; preservation of the Women's Educational Equity Act; and enactment of legislation to correct many inequities in current law which prevent women from attaining total equality by unfairly denying them economic opportunity and security.

III. Department of Education

In order to preserve the role of education at the highest levels of governmental policy and budget making, the Department of Education shall not be weakened or diminished from Cabinet status. The Department of Defense schools should be transferred to the Department of Education in accordance with the authorizing legislation. Governmental reorganization authority should be clarified to protect against backdoor transfers, including those through the budget-making process, of educational programs to other agencies.

IV. Education and National Security

The security and well-being of our nation are enhanced by the pursuit of peace. The most effective guarantees of peace are a solid economy, a well-educated populace, and a stable world community. All efforts which detract from these guarantees shall be actively opposed. The goal of national security through peace can be achieved only by the education of the citizenry to compete and succeed in a complex and interdependent world. Therefore the proposed disproportionate allocation of funds increasing the national defense budget and decreasing federal funding for education must be reversed.

V. Education of the Handicapped

P.L. 94-142 (Education for All Handicapped Children Act) and the Rehabilitation Act of 1973 should be reauthorized in accordance with the NEA criteria accepted by the Board of Directors in December 1980.

VI. Full Funding of Education Programs

Present programs of specific aid must be expanded, improved, and fully funded to implement the intent of the authorizing laws. Major programs of support include funding for impact aid, refugee and emergency school aid, Chapter I of ECIA funding for the disadvantaged, bilingual/English-as-a-second-language (ESL) education, foreign language and international studies programs, education for the handicapped, American Indian/Alaska Native education, vocational education, education for the gifted and talented, school libraries, and child nutrition programs.

VII. Nuclear Arms Freeze

NEA supports the concept of the Kennedy-Hatfield nuclear arms freeze resolution as introduced in the 97th Congress. Immediate strategic arms control should include a complete halt in the nuclear arms race through mutual and verifiable cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing weapons.

VIII. Postsecondary Education

NEA believes that funding for federal programs supporting postsecondary education must be maintained; to do otherwise would devastate the quality of programs offered, severely reduce access to postsecondary education, damage equal educational opportunity, and limit the variety of programs currently available for choice by students of all ages.

NEA supports funding of federal student financial assistance, both grants and low-interest loans, so that all students who so wish may have available the funds needed to pursue postsecondary education at either two- or four-year institutions. NEA also seeks to assure continuation of the flow of research funds to postsecondary institutions through the National Science Foundation and other agencies.

IX. Reauthorizations

In accordance with the dictates of NEA policy, NEA will be vigilant in striving to secure reauthorizations of all federal education legislation and other legislation of concern to the organization.

X. Revision of the Tax System or Structure

The system of federal taxation should equitably reflect individual and corporate ability to pay. NEA supports federal tax revisions which would close unfair corporate tax loopholes which significantly reduce revenues. Tax schedules should be equalized to completely remove the "marriage tax" penalty. The more progressive nature of the federal income tax should be used to provide governmental services which adequately address national needs. NEA opposes any effort to amend the Constitution respecting tax limitations or the federal budget and the indexing of future income tax revenues.

XI. Severely Impacted Districts

Adequate funding must be provided to maintain quality education for children in school districts impacted by federal activities or installations. The program must be administered by the Department of Education. The Congress must recognize and honor its obligation to make up tax revenues lost to local school districts due to (1) the presence within their boundaries of tax-exempt military or nonmilitary federal property or American Indian reservations or (2) federal law or policy which results in an expanded school population from which no or minimal revenues derive. Such in-lieu-of-taxes payments must be forward funded and must support an adequate education for all students of the school district. The federal government has a special obligation to severely impacted school districts, including adequate funding for the budget-balancing Section (Sec. 3(d) 2 (B)) of the impact aid law.

XII. Teacher Centers

The Teacher Center program must be restored with earmarked federal support.

XIII. Tuition Tax Credits and/or Vouchers

No tax credits for tuition shall be given for education at any level. Voucher plans shall also be opposed as programs which weaken or destroy the public schools.

XIV. Vocational Education

The Vocational Education Act should be reauthorized in accordance with the NEA criteria accepted by the Board of Directors in May 1980.

Third Tier: NEA Continuing Legislative Concerns

These matters will be lobbied and/or supported as an issue arises in the U.S. Congress.

I. Improving the Welfare, Professional Status, and Personal Economic Security of All Active and Retired Members

A. *Consumer Price Index (CPI).* Legislation should be supported to control the process by which the CPI is developed and adjusted. Adjustments in the CPI should be resisted if there is a negative effect on active or retired members.

B. *Federally employed teachers' rights.* The rights of teachers in the Bureau of Indian Affairs, Overseas Dependents Schools, and other federal agencies must be comparable to the rights of other educators. The Civil Service retirement system should not be merged with the Social Security system.

C. *Individual income tax benefits.* The professional business expenses of teachers should be recognized as business deductions, including deductions for continuing education expenses, home office expenses, and the cost of classroom materials. Fringe benefits should not be taxed. The first $12,000 of education employees' annual retirement income from government pensions should be exempted from the federal income tax. The IRA exemption of $50,000 for employer-paid life insurance should be raised to a minimum of $100,000 with an automatic escalator clause. Social Security benefits should remain tax-exempt.

D. *Landrum-Griffin.* The Landrum-Griffin Act should be amended to permit guaranteed proportional representation of minorities.

E. *Materials for classroom use.* Access to copyrighted materials and off-air recording of commercial and public television for not-for-profit classroom use should be assured. A portion of cable television (CATV) capacity should be reserved for educational uses.

F. *Opposition to wage-price controls.* Public employees must not be placed at a disadvantage when compared to private employees. Wages, prices, and profits must be treated uniformly.

G. *Social Security.* NEA must protect the system and its benefits consistent with the following tenets: opposition to mandatory coverage, elimination of the spousal offset, equity for men and women without discrimination based on marital status, no decrease in benefits promised or for which money has been collected, financing of Medicare and Disability through general tax revenues, and preservation of the concept of Social Security supplementing rather than supplanting other retirement funds. Dependents' education allowance should be restored.

H. *Teacher retirement.* Continuing support shall be given to a mobile teacher retirement

Millions of public school students will benefit as NEA secures passage of its legislative program.

sistance act. Assets and rned benefits of retirement stems shall be protected and cursions prevented. Support federal legislation is predi- ied on exemption of states here statutes are substantially uivalent to the federal statute d/or regulations. Basic prin- ples for retirement programs clude fiduciary and reporting ndards, standards for vesting d portability, ownership, and edit for military service as tablished in resolutions opted by the Representative sembly.

I. *Working conditions and em- yment protection.*

• In schools: Public school nployees must be protected under unemployment compensation, and their working environment must be safe and hazard-free with inspection and standards of control at least equivalent to those developed and enforced pursuant to the Occupational Safety and Health Administration (OSHA).

• In general: Right-to-work laws must be opposed and section 14(b) of the Taft-Hartley Act should be repealed. Any weakening of the minimum wage will be opposed. Amendment of the Hobbs Act to include labor unions will be opposed.

II. Preservation and Advancement of Good Public Policy

A. *Broadcasting.* The Communications Act should be revised to reflect a stronger emphasis on the public interest, fairness doctrine, equal-time requirements, ascertainment, and affirmative action regulations. Financial support must be provided for public broadcasting.

B. *Election and voting rights.* Restrictive provisions of the Hatch Act should be removed. Uniform polling hours should be adopted to allow all citizens to cast a meaningful vote regardless of geographical location. Campaign finance reform should be achieved to open to all citizens the possibility of holding office, to assure disclosure of all contributions/contributors, and to assure that the interests of all Americans are protected.

C. *Energy.* A national energy policy must be established to reflect the efficient use of energy from all sources and availability at a reasonable cost. Tax credits for energy conservation and alternate energy sources should be continued. The public should be educated on alternative energy sources, the dangers and benefits of nuclear power, conservation, and the problem of nuclear waste disposal. Antitrust laws should be enacted and enforced to prevent oil companies from expanding into alternate forms of energy. Natural gas should not

be precipitously deregulated. Schools should not be singled out for curtailment or closure at times of fuel shortages.

D. *Environmental protection.* Protection of the environment should be a national priority with the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution, programs designed to preserve a viable environment, and programs to promote educational experiences to permit understanding of the compatibility of humanity and nature.

E. *Fair housing.* Open and fair housing legislation should be enacted and enforced.

F. *Family protection.* Family members should be protected from the vicious cycle of the domestic violence of physical and mental abuse. Support systems should be established for the children, spouses, and elderly who are victims. Legislation which diminishes the rights of individual family members should be opposed. NEA opposes the misnamed "Family Protection Act."

G. *Gun control.* For the protection of schoolchildren and employees and all other citizens, significant penalties should be enacted for criminal actions involving guns with prescriptive controls on the manufacturing, distribution, and sale of handguns.

H. *Health and safety for children.* Children must be in good health and adequately nourished in order to learn in school. All students should have access to nutritious and appetizing menus in school lunch and other school nutrition programs. Social programs such as school nutrition, school health, Medicaid, and welfare must provide assistance to the families which are financially unable to meet these basic needs. A national clearinghouse for information on missing children must be established.

I. *Health care.* Mandatory national health insurance should be enacted and should be provided by public and private agencies to assure health services. Adequate health care shall be available and affordable to all citizens. Voucher or "procompetition" health care schemes which diminish medicare benefits should be opposed.

J. *Immigration status.* Amerasian children must be given priority immigration status.

K. *King observance.* A federal holiday should be established on January 15 in honor of Martin Luther King, Jr.'s, birthday.

L. *Metric system legislation.* A five-year phase-in metrification program must be enacted to facilitate adoption of the International System of Units (S I Metric System).

M. *Migrant workers.* Children of migrant workers should be guaranteed equal educational opportunities. Federal support for migrant education must be maintained. Migrant workers must be assured the right to be represented in collective bargaining by an organization of their choice.

N. *Military affairs.* Draft registration should be based on equal responsibility for men and women. Special programs should be established and implemented to assist Vietnam veterans.

O. *Observances.*

- An Asian/Pacific Heritage Week should be established as a continuous national observance to give recognition to Asians and Pacific Islanders in the United States.
- Legislation should be enacted proclaiming an annual National Women's History Week. Such legislation would provide a vehicle for formal observances that commemorate women's contributions to this nation.

P. *Privacy.* Increasing surveillance of individual citizens and cross-computer interchanges of data by and within federal agencies should be curtailed. Under federal legislation, teachers should have privacy rights equivalent to those guaranteed students.

Q. *Prohibition of smoking in public places.* Legislation should be enacted to prohibit smoking in public places.

R. *Public welfare.* Cost and operation of welfare programs should be assumed by the federal government and based on standards of human dignity.

S. *U.S. assistance to countries violating human rights.* No U.S. military or economic assistance shall be given to any foreign government which violates or permits the violation of the basic rights of its citizens. For example, NEA shall work for cessation of aid to the current administrations in Guatemala and El Salvador.

T. *Youth camp safety.* Safety in camps should be promoted through minimum standards legislation.

III. Provision of High Quality Public Education for All

A. *Administration of federal education programs.* The impact of federal legislative mandates on teaching must be assessed and minimized; decisions on education programs must be made at the school site and district levels with teacher representation from the collective bargaining agent or local association. Funds for classroom instructional purposes must be maximized by limiting and/or capping administrative expenditures at the local and state levels.

B. *Bilingual and ESL education.* Bilingual and English-as-a-second-language (ESL) programs are unique and necessary to achieve functional proficiency in English and so should be funded sufficiently to be available to all students not proficient in English. The educational program should reflect the cultural diversity and heritage of the children within the district including but not limited to Chicano and Spanish-speaking children, Haitian children, Asian and Pacific-American children, native Hawaiian children, and American Indian/Alaska Native children.

C. *Child care.* The federal government should assist state and local communities in improving and expanding child care services, including childhood development programs, and should strengthen and enforce existing standards.

D. *Education of children of non-citizens.* The federal government shall provide funds to school districts for the education of children of undocumented workers, refugees, and members of the diplomatic community.

E. *Guidance and counseling for elementary students.* Legislation should be enacted to provide comprehensive guidance and counseling programs for elementary students through state and local education agencies.

F. *Optimum class size.* Federal programs should include incentives for local districts to provide for optimum class size.

G. *Teacher preparation.* Federal programs to meet the special needs of disadvantaged, handicapped, and gifted children should include funds for teacher training, with teacher involvement in all stages of planning and implementation of this training.

H. *Testing.* Standardized tests should not be used to deny students full access to equal educational opportunity or to evaluate teachers or students on a single national or state basis. Truth-in-testing legislation should be passed.

I. *Youth and adult training.* Programs should supplement, not supplant, vocational programs and should be adequately funded. Public schools should function as equal partners with government, labor, business and community-based groups.

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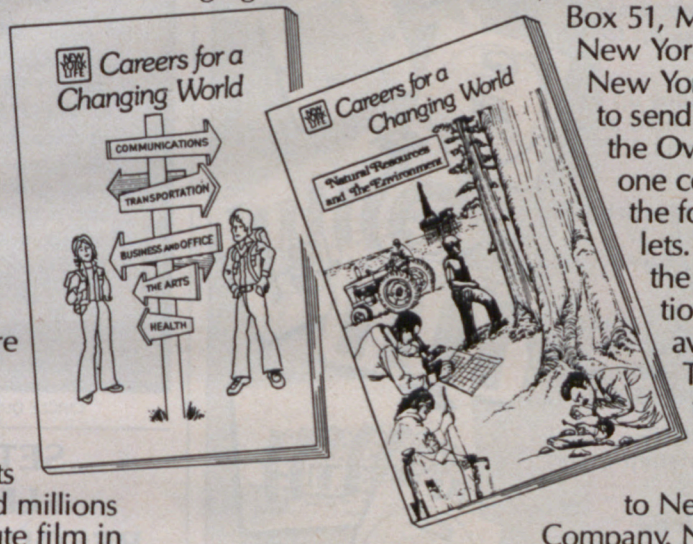

The "Careers for a Changing World" pro- am includes:

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A 28-Minute Motion Picture entitled, "What Will I Do With My Time?" This 16mm color film features working people discussing their career choices and high school students discussing their own career hopes and doubts. The film is available to teachers on a free-loan basis. You should order at least three months before you plan to use the film. Orders should be addressed to: "Careers", New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10159.

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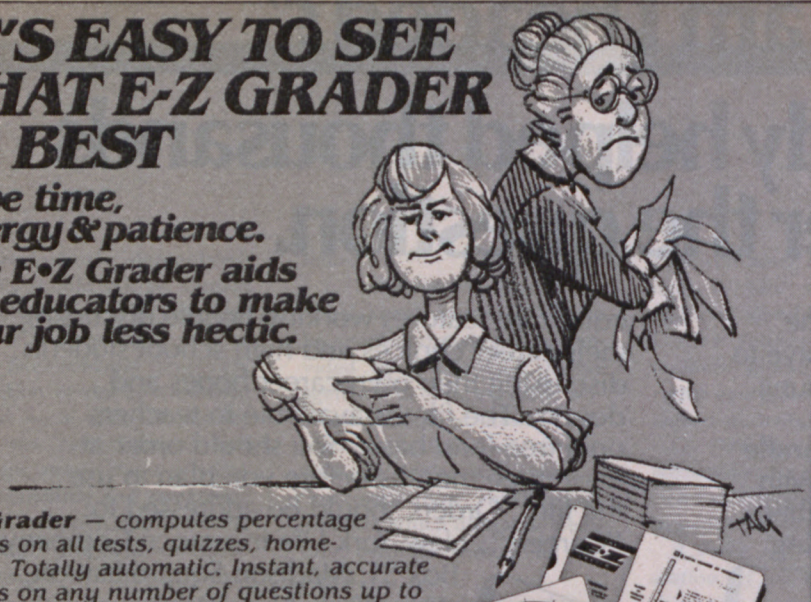

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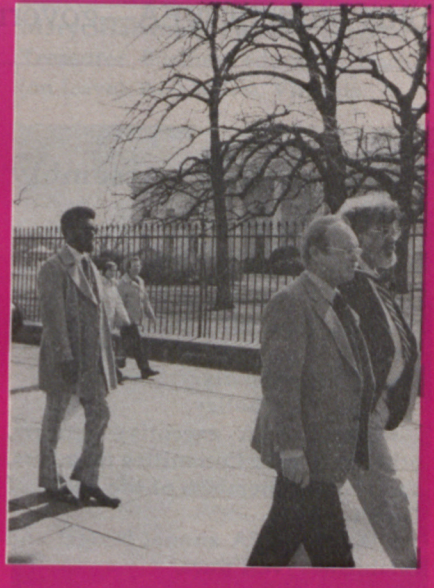
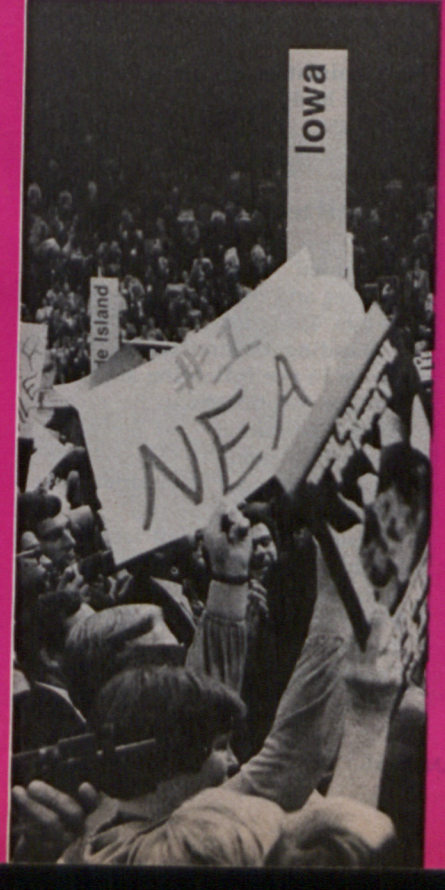


130 National Education Association

132 NEA Works for You

140 Extracurricular Excellence



National Education Association

How 1.7 million members in 54 state-level and 12,000 local affiliates—plus Student NEA—govern themselves

Representative Assembly (RA)

Includes some 7,000 delegates, elected by members in state and local affiliates, Student NEA, and other groups.

- **Meets annually.**
- **Sets NEA policy.**
- **Elects NEA executive officers, other Executive Committee members, and at-large members of the Board of Directors.**
- **Adopts NEA annual budget and establishes NEA dues.**

Board of Directors

Consists of 116 directors elected by members in state affiliates and Student NEA or at-large by RA. Also includes members of the Executive Committee.

- **Meets at least four times a year.**
- **Proposes budget to RA.**
- **Acts for the Association between meetings of RA.**

Executive Committee

Consists of nine members, including three executive officers (president, vice-president, secretary-treasurer) and six at-large members, all elected by RA.

- **Meets approximately 10 times a year.**
- **Charters affiliates; has power to censure, suspend, expel, and reinstate affiliates.**
- **Acts for the Association between meetings of the Board of Directors.**

Executive Director

Appointed by Executive Committee.

- **Implements policies established by NEA governing bodies.**
- **Directs NEA staff in implementing programs.**
- **Advises officers and governing bodies.**
- **Administers and assists in preparation of budget.**

Committees

Appointed by the president with the advice and consent of the Board of Directors. There are three types:

- **Standing Committees related to program in the following areas:**
  - Affiliate Relationships
  - Higher Education
  - Human Relations
  - Instruction and Professional Development
  - Legislative and Financial Support for Public Education
  - National Public Relations
  - Peace and International Relations
  - Teacher Benefits
  - Teacher Rights.
- **Committees of the RA related t RA operations and functions:**
  - Constitution, Bylaws, and Rules
  - Program and Budget
  - Resolutions
  - Credentials
  - Elections.
- **Special Committees (numbe varies) established to accomplish specific task within a limited time. A present, the Special Committees ar these:**
  - Minority Affairs
  - Vocational, Technical, and Practica Arts Educators
  - Women's Concerns
  - Revenue and Services
  - Educational Support Personnel

Review Board

Consists of nine members, appointed by the president with the advice and consent of the Board of Directors. Exercises judicial powers provided in the NEA Constitution and Bylaws.

The NEA is often characterized as one of the most democratically governed of organizations. The RA elects the nine members of the Executive Committee (facing page) for up to two terms each—of two years for the officers, three years for the at-large members.

NEA Executive Committee, 1982-83

Willard H. McGuire, President. Mathematics/Spanish teacher (on leave), North St. Paul, Minnesota.

Bernie Freitag, Vice-President. German/English teacher (on leave), Bucks County, Pennsylvania.

Mary Hatwood Futrell, Secretary-Treasurer. Business education teacher (on leave), Alexandria, Virginia.

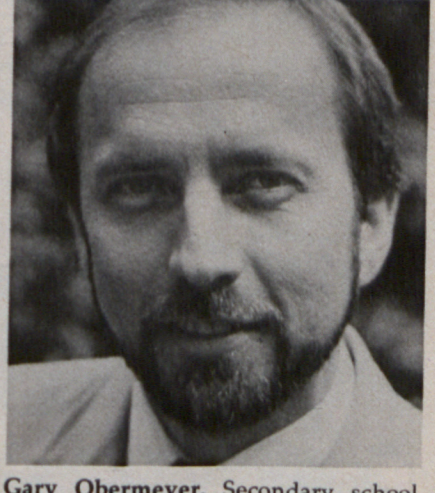
Luther Burse. Professor of industrial arts and technology, Cheyney State College, Cheyney, Pennsylvania.

Ed A. Foglia. Reading specialist, San Jose, California.

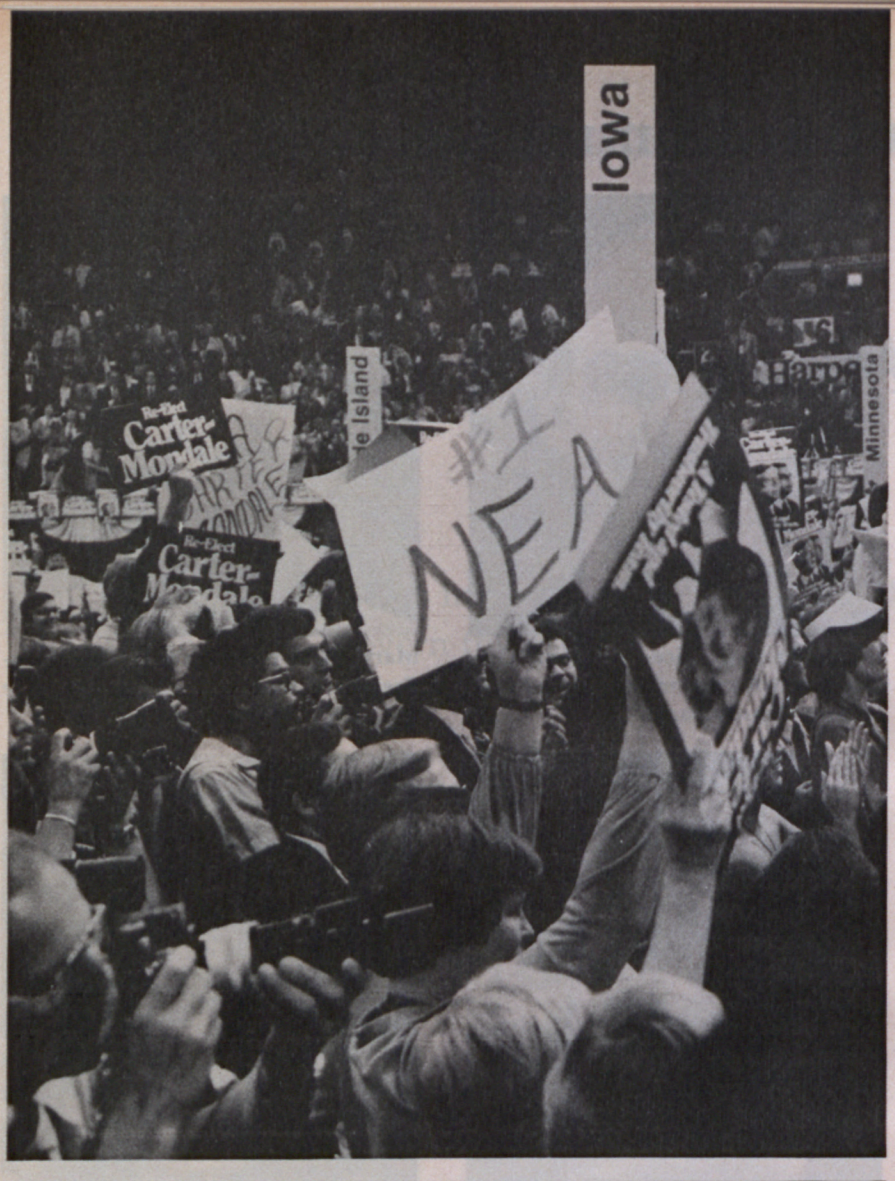
Odetta U. Fujimori. Diagnostic-prescriptive teacher, Honolulu, Hawaii.

m G. Lewis. Social science teacher, Winfield, Kansas.

Pearl Mack. Elementary school teacher, Chicago, Illinois.



Gary Obermeyer. Secondary school art teacher, Seward, Nebraska.



NEA Works for You

On these four pages, you wi see pictured some activities o eight of NEA's administrativ areas: Political Affairs, Instructio and Professional Developmen Government Relations, Huma and Civil Rights, Research, Affil ate Services, Special Services, an Communications. The five are whose work you will not see, how ever, also are essential to NEA work. These are Accounting, Da Processing, Employee Relation Legal Services, and Membershi Records. They assist the othe eight in carrying out policies s by the Representative Assembly.

You can find more informatio on the work of all these admini trative areas in the index follow ing this picture story.

Upper left: NEA members ma up the largest organizational de egation at the 1980 Democrat Convention. NEA Political A fairs (PA) helps affiliates tra members for political activit which can result in this level representation for education. P also coordinates the NEA Polit cal Action Committee (NE PAC) and provides informati about NEA-endorsed candidate

Lower left: NEA members pla instructional segments for school videodisc produced by I struction and Professional Dev opment (IPD); the Americ Broadcasting Company; and t National Foundation for the I provement of Education, an ind pendent body which cooperat closely with NEA. IPD also rectly helps affiliates with i structional matters.

Above: Two Ohio teachers, former Ohio Education Association president Nancy Luddeke and Barbara Rainey, share their ideas on the federal education budget with Sen. John Glenn. Congressional Contact Teams like theirs lobby federal legislators on issues that affect the schools. Coordinating such teams is one way NEA Government Relations advances NEA's goals.

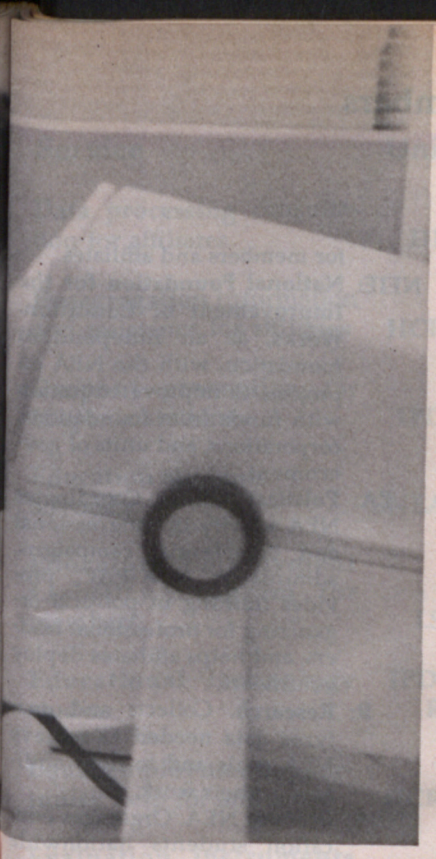
Below: Participants in the 1982 Human and Civil Rights Conference hold a spontaneous walk for peace in front of the White House.

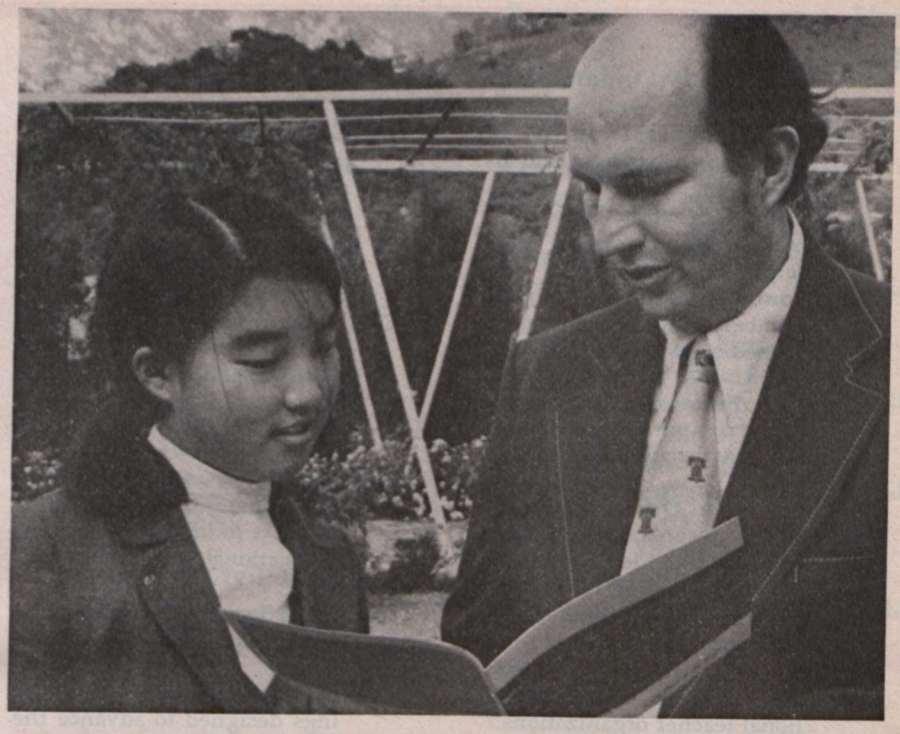
NEA Human and Civil Rights, which organizes the annual Conference, also works to prevent violations of rights, increase the participation of minorities in Association activities, and help affiliates whose districts are being desegregated.

Right: NEA Research staff analyze data. Besides compiling data on a nationwide scale, Research maintains a Computer Cooperative Network that connects state affiliates to information they can use in negotiating, seeking better personnel policies, and providing professional development.

Below: Participants at a training session learn skills that will help them strengthen their associations back home.

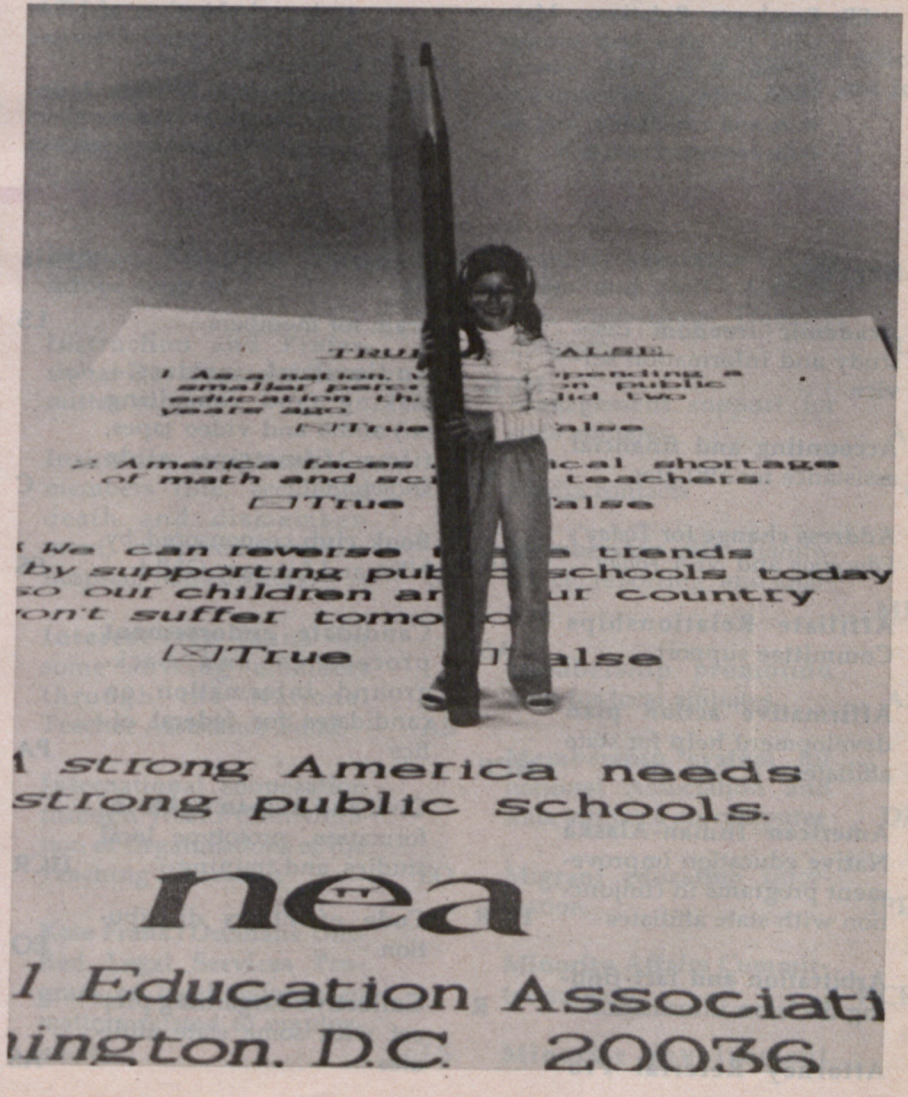
NEA Affiliate Services helps state and local associations gain the skills they need to secure contracts that are responsive to members' needs.





Upper right: Richard Eaton, a teacher of Afro-Asian cultures from Elmira, New York, talks with a student at the Seoul (Korea) High School of Music and Art. On sabbatical, Mr. Eaton traveled through East Asia on a study tour sponsored by NEA Special Services.

Special Services also saves members time and money on car rentals, vacation travel, insurance, books, prescriptions, and tax-deferred annuities.



Right: The future of America depends on strong public schools: This is the message of NEA's 1982 fall media campaign, one way Communications gives information about NEA and education to NEA members and the public. This publication and NEA's tabloid newspaper are two of the other ways.) Communications also provides help with print and audiovisual media to other NEA units and to affiliates.

For a detailed index to NEA services, turn to the next page.

NEA Works for You: An Index to NEA's Work for Members

Key

A: Accounting. Takes care of the Association's business and financial affairs.

AS: Affiliate Services. Helps affiliates become stronger, more helpful organizations.

C: Communications. Informs members, affiliates, and public media about NEA and education.

DP: Data Processing. Serves the varied computer service needs of the Association and its affiliates.

EO: Executive Office. Maintains official records, disseminates policies, provides support to governing bodies, coordinates committee appointments, and conducts specialized functions that include liaison with state affiliates and other national teacher organizations.

ER: Employee Relations. Maintains the NEA staff through personnel activities, recruitment, training, affirmative action, and negotiation and administration of contracts.

GR: Government Relations. Collects and disseminates information on federal agencies and legislation and expresses NEA's positions on federal issues to lawmakers and agencies.

HCR: Human and Civil Rights. Maintains NEA as a leading organization in enhancing human and civil rights in education and provides support for affiliate efforts.

IPD: Instruction and Professional Development. Helps affiliates organize to improve policy on instructional and professional issues.

LS: Legal Services. Provides legal advice and assistance to NEA officers, staff, and affiliates; participates in legal proceedings designed to advance the goals and objectives of NEA; and administers legal services programs.

MR: Membership Records. Maintains the file of NEA members and performs related services for members and affiliates.

NFIE: National Foundation for the Improvement of Education. Works, as an independent foundation, with the NEA on projects to improve education with funds from foundations, corporations, and units of government.

PA: Political Affairs. Coordinates NEA activity in congressional and presidential campaigns, administers NEA-PAC, provides training in political organizing for professional leaders, and helps affiliates deploy volunteers.

R: Research. Collects and analyzes data needed to achieve NEA goals and to help affiliates in their work.

SNEA: Student NEA. Organizes education students nationwide and provides them preprofessional and leadership training through special programs.

SS: Special Services. Administers programs of economic benefit to members.

Service	Unit
Academic freedom case-study and information service	HCR
Accounting and financial assistance for affiliates	A
Address change for *Today's Education* and *NEA Today*	MR
Affiliate Relationships Committee support	AS
Affirmative action plan development help for state affiliates	HCR
American Indian-Alaska Native education improvement programs in conjunction with state affiliates	HCR
Arbitration and fact-finding decision information	R
Attorney Referral Program for members	LS
Audiovisual services—making (and consulting on) audio and video tapes, films, filmstrips, slide shows	C
Book club cosponsored by NEA and Literary Guild	SS
Candidate endorsement procedures and background information on candidates for federal office	PA
Civil and human rights information, prototype local studies, and training	HCR
Code of Ethics distribution	EO
Collective bargaining project with some state affiliates	AS
Computerized accounting for affiliates and NEA	DP
Congressional Contact Teams (two or more members from each congressional district)	GR
Congressional lobbying to advance the legislative goals set by the Representative Assembly	GR
Congressional testimony on issues of concern to NEA	GR
Continuing education program design and negotiation	IPD
Critical issues conferences in the six NEA regions	IPD
Curriculum content studies	IPD R

Service	Unit
Data processing consultation for affiliates	DP
Desegregation information and assistance for affiliates	HCR
Dropout prevention for Hispanic students	IPD
Education students advocacy	SNEA
Educators Employment Liability Program for members	LS
Educational technology studies	IPD, R
Equal employment opportunity help for affiliates	HCR
Evaluation instruments for assessing special education programs, student evaluation, and achievement of racial equality	IPD
Federal budget analysis	GR, R
Federal election campaign laws	PA
Federal legislation news hotline—(800) 424-8086 (except District of Columbia metropolitan area)	C
Federal regulations information	GR
Freedom of association study (on the right to organize and bargain)	HCR
Fund-raising for NEA-PAC	PA
Fund-raising for projects to improve education	NFIE
Grievance and arbitration information	R
Grievance procedure training	AS
Hertz rental car discount program	SS
Higher Education Committee support	EO
Higher education information and reports	R
Higher education program policy statements and evaluation instruments	IPD
Hilda Maehling Fellowships for professional improvement	IPD
Human and Civil Rights Awards Banquet	HCR
Human and Civil Rights Conference	HCR
Human Relations Committee support	HCR
Instruction and Professional Development Committee support	IPD
Insurance programs for members (life, accidental death and dismemberment, supplementary in-hospital, homeowners)	SS
Interest-free loans for some striking members through the National Teacher Assistance Fund	AS
International cooperation through World Confederation of Organizations of the Teaching Profession	EO
Kate Frank/DuShane Unified Legal Services Program of legal defense in matters related to employment	LS
Leadership training for local and state affiliates	AS
Legal advice and assistance in collective bargaining, teacher rights, and other matters related to employment	LS
Legislative and Financial Support for Public Education Committee support	GR
Legislative and regulatory action monitoring	GR
Liability insurance for members—Educators Employment Liability Program	LS
Liability insurance for officers and staff—Association Professional Liability Program	LS
Management support for state affiliates	AS
Media contacts	C
Membership file maintenance, reporting, and analysis	MR
Membership promotion help for local affiliates	AS
Membership system for national Association and state affiliates on computer	DP
Migrant education information	IPD
Minority Affairs Committee support	HCR
Minority involvement	

Service	Source
HELP for you, the member, with anything not listed here	**Your NEA regional office, but try your state and local first**

Key

A: Accounting. Takes care of the Association's business and financial affairs.

AS: Affiliate Services. Helps affiliates become stronger, more helpful organizations.

C: Communications. Informs members, affiliates, and public media about NEA and education.

DP: Data Processing. Serves the varied computer service needs of the Association and its affiliates.

EO: Executive Office. Maintains official records, disseminates policies, provides support to governing bodies, coordinates committee appointments, and conducts specialized functions that include liaison with state affiliates and other national teacher organizations.

ER: Employee Relations. Maintains the NEA staff through personnel activities, recruitment, training, affirmative action, and negotiation and administration of contracts.

GR: Government Relations. Collects and disseminates information on federal agencies and legislation and expresses NEA's positions on federal issues to lawmakers and agencies.

HCR: Human and Civil Rights. Maintains NEA as a leading organization in enhancing human and civil rights in education and provides support for affiliate efforts.

IPD: Instruction and Professional Development. Helps affiliates organize to improve policy on instructional and professional issues.

LS: Legal Services. Provides legal advice and assistance to NEA officers, staff, and affiliates; participates in legal proceedings designed to advance the goals and objectives of NEA; and administers legal services programs.

MR: Membership Records. Maintains the file of NEA members and performs related services for members and affiliates.

NFIE: National Foundation for the Improvement of Education. Works, as an independent foundation, with the NEA on projects to improve education with funds from foundations, corporations, and units of government.

PA: Political Affairs. Coordinates NEA activity in congressional and presidential campaigns, administers NEA-PAC, provides training in political organizing for professional leaders, and helps affiliates deploy volunteers.

R: Research. Collects and analyzes data needed to achieve NEA goals and to help affiliates in their work.

SNEA: Student NEA. Organizes education students nationwide and provides them preprofessional and leadership training through special programs.

SS: Special Services. Administers programs of economic benefit to members.

Service	Unit
training and monitoring	HCR
Monitoring attacks on academic freedom, public education, and members' rights	HCR
Monitoring federal activities	GR
National Council for Accreditation of Teacher Education liaison	IPD
National Indian Coalition on Education participation	HCR
National Public Relations Committee support	C
NEA affiliation standards compliance counseling	AS
NEA Political Action Committee (NEA-PAC) administration	PA
Negotiations advice	AS, R
News link with state and regional offices	C
Organizing	AS
Opinion surveys of members	R
Peace and International Relations Committee support	EO
Periodicals—*NEA Advocate, NEA NOW, NEA Today, Today's Education*	C
Political action targeting and demographics	PA
Political information	PA
Political polling	PA, R
Political volunteer recruitment and training assistance for state and local affiliates	PA
Personnel management services for state affiliates	ER
Preservice education advocacy	IPD, SNEA
Professional materials—books, filmstrips, and audio and video cassettes for in-service education and curriculum resource use	C
Prescription service	SS
Public relations training and publications design assistance for affiliates	C
Representation elections advice	AS
Representative Assembly	

Service	Unit
delegate allocation, certification, and registration	MR
Research Computer Network linking state affiliates with data bank	R
Research memos on contracts and benefits	R
Retired and preretired school personnel programs and benefits through NEA-Retired	AS
Rights protection through court action	LS
School finance facts	R
Sex equity programs	HCR
Staff (UniServ) deployment to affiliates for special assignment (UniServ Staff Utilization Program)	AS
Staff (UniServ) training and contracting	AS
Special needs students studies	R
Standardized membership system training and liaison with states	MR
State association support in leadership training, government relations, communications	AS
Summer Institute on Nonviolence cosponsored with the Martin Luther King, Jr., Center for Nonviolent Social Change	HCR
Surveys in cooperation with affiliates	R
Tax-deferred annuities	SS
Teacher Benefits Committee support	R
Teacher center information and advocacy	IPD
Teacher education and licensure information and technical assistance for state affiliates	IPD, R
Teacher Rights Committee support	HCR
Television advertisements and public service announcements on public education	C
Television program recommendations on programs of special educational value	C
Testing studies	R
Training for state staff in giving workshops on special instructional issues	IPD
Travel programs, either professional or leisure, for members	SS
Urban programs to improve instruction and strengthen affiliates	IPD
Violence abatement in the schools project grants and technical assistance	IPD
Vitamins at discount for members	SS
Vocational, Technical, and Practical Arts Educators Committee support	EO
William G. Carr Scholarships to strengthen the profession and compare education in different countries	IPD
Women's Concerns Committee support	EO
Women's equity technical assistance for state affiliates	HCR
Women's Leadership Training Program for individual members or state teams	HCR

Where To Find More Help

Members or affiliates can inquire further about the services listed by contacting either their regional office or the unit indicated at NEA Headquarters (1201 16th St., N.W., Washington, DC 20036).

NEA maintains its six regional offices for the purpose of coordinating and managing the delivery of services to members. The professional staff members assigned to these offices are deployed to implement NEA programs and assist NEA's state and local affiliates.

Here are the addresses and telephone numbers of the six NEA regional offices:

Mid-Atlantic Regional Office
1201 16th Street, N.W.
Room 214
Washington, DC 20036
(202) 822-7111

Midwestern Regional Office
555 Park Street
Suite 160
St. Paul, MN 55103
(612) 227-7894

Northeastern Regional Office
220 Forbes Road
Suite 3
Braintree, MA 02184
(617) 848-0820

Pacific States Regional Office
1705 Murchison Drive
P.O. Box 921
Burlingame, CA 94010
(415) 697-6000

Southeastern Regional Office
1001 Virginia Avenue
Suite C-329
Atlanta, GA 30354
(404) 768-5441

Western States Regional Office
3333 Quebec Street
Denver, CO 80207
(303) 393-0102

Extracurricular Excellence

Each year, with NEA support, a few members have the chance to contribute something extra to their profession.

Bringing to life a good idea can help colleagues—that's one reason the process is so satisfying. Further satisfaction comes from the use of new capabilities, the feeling of newly tested competence.

Bringing to life a good idea—about teaching, about education associations, about making a comparison to put a situation in a new light—is the responsibility and reward of NEA's Hilda Maehling Fellows and William G. Carr Scholars. Each year, through the Maehling and Carr awards, NEA gives a few of its members the room to stretch their minds and capabilities beyond their previous scope.

The aims of NEA's awards are consonant with the interests of their namesakes. Hilda Maehling was the first executive secretary of the NEA Department of Classroom Teachers and the first NEA assistant executive secretary for professional development. The Maehling Fellowships provide annual stipends of up to $2,500 for projects that will advance professional association work, improve professional development, or develop professional tools and techniques.

William G. Carr, a founder of the World Confederation of Organizations of the Teaching Profession (WCOTP), has served as NEA executive secretary and as WCOTP's general secretary and president. The Carr Scholarships ($2,500 each) support projects or studies to promote global education and/or international understanding.

What do these aims mean in practice? One Hilda Maehling Fellow fitted out an old school bus to give rural and migrant preschool children and their parents an idea of what school is like and how to prepare for it. Another, math teacher Judee Royston of Hope, Arkansas, worked on a local association committee that compiled a list of community resources—people and organizations—willing to help teachers. Working with a group of parents and teachers, a third Fellow developed a television literacy program for the schools, complete with handbooks and training sessions for both teachers and parents.

> Each year, NEA gives some members room to stretch their minds and capabilities.

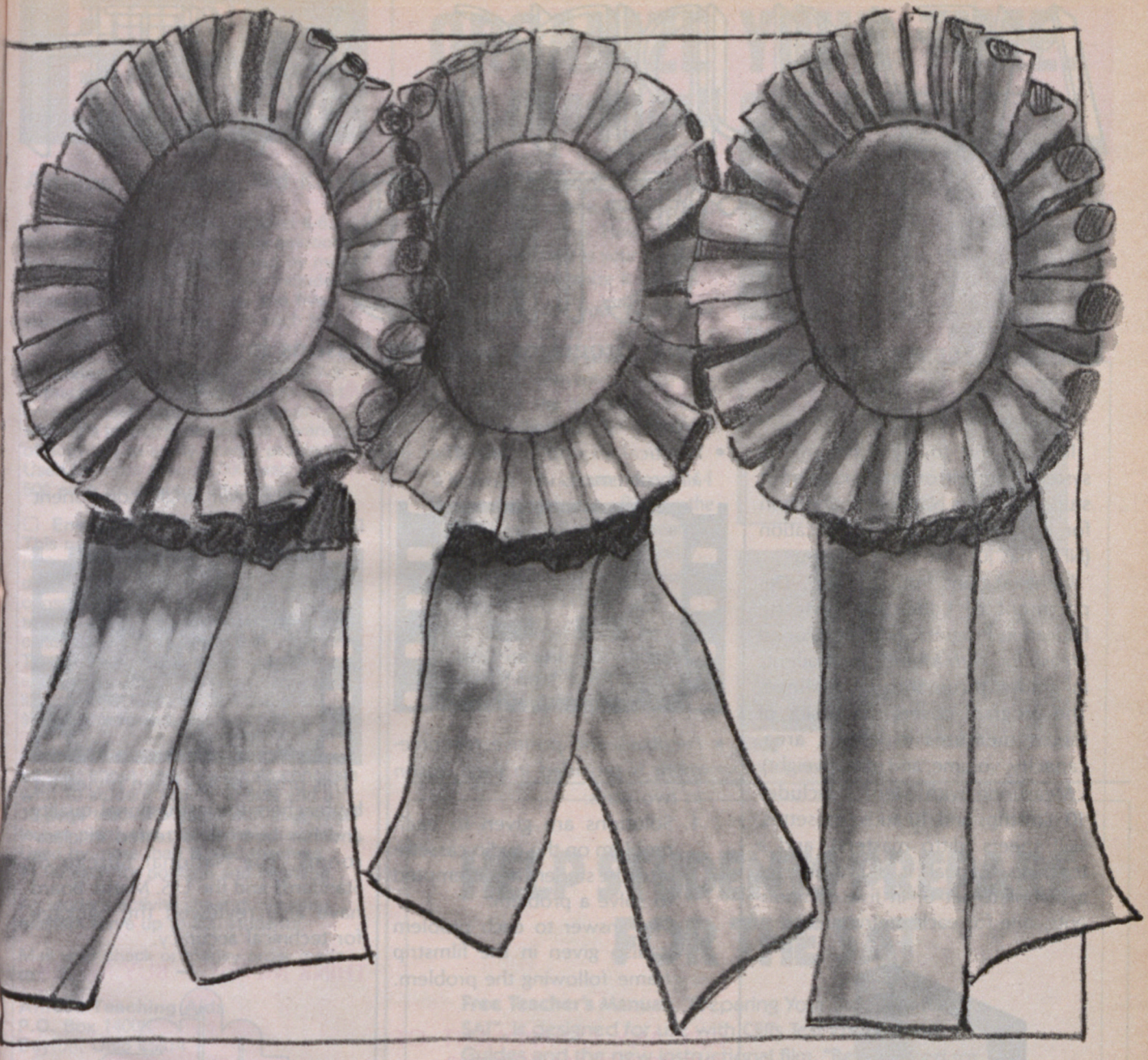
One Carr Scholar prepared teaching units on global education. Another, social studies teacher Arnold Hetzer of Fairfield, Connecticut, studied the effect of national-level salary negotiations on the strength and activity of local teachers associations in Scotland. A third analyzed accountability plans in the United Kingdom and Michigan.

A whole group can share a Maehling project. "Our association's Representative Council wanted to do something for local teachers professionally," says 1981 winner Royston.

"We thought of preparing a list of resources available in the area for all Hempstead County teachers to use—but we realized it would take a lot of time and energy and money to prepare. Without the Fellowship, we could not have done the project in the way we did.

"We got the booklet ready in time to distribute it by the end of the 1981-82 school year, so teachers could use it in planning over the summer.

"This project helped us reach out both to the community and to the teachers in the five Hempstead County systems who are not members. So far the response has been good."



Arnold Hetzer's experience was very different. "I'd negotiated contracts here in Fairfield," says the 1977-78 Carr Scholar.

"So I was interested in associations and remuneration, and I decided to try for a Carr award to study the Scottish system. When I found out that 79 other people had applied for the Scholarship I won, I felt highly honored.

"In the end I did much more than I'd set out to do—took a sabbatical; went to Scotland; got a master's degree in comparative education from the University of Edinburgh; took an education tour to Moscow and Leningrad; and talked to politicians, educators, and the people in the Scottish teachers associations."

"The whole experience," Hetzer concludes, "was very challenging, very exciting." Bringing to life a good idea often is. □

Here's How To Apply

Selection committees for the Maehling Fellowships and Carr Scholarships are drawn from the NEA Board of Directors and Executive Committee, respectively. Any NEA member or educator from another country is eligible for a Carr Scholarship. Maehling awards go to teachers or groups of teachers who are NEA members.

Applications are due for the Maehling Fellowships December 1 and for the Carr Scholarships February 1. NEA announces the winners of the Maehling Fellowships in April; of the Carr Scholarships, in June. Most winners begin their projects the next school year.

For application forms and further information, write to the Hilda Maehling Fellowship Program or to the William G. Carr Scholarship Program, National Education Association, 1201 16th St., N.W., Washington, DC 20036.

MEASURING WITH METRICS

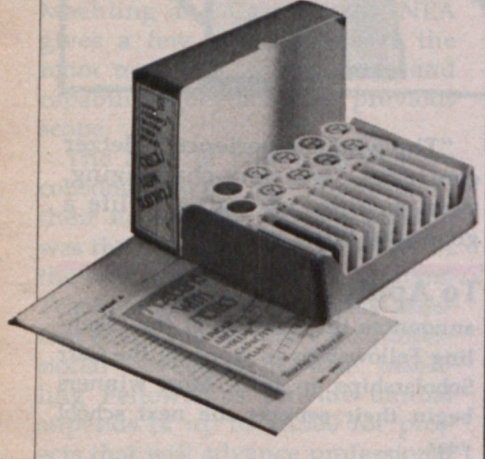
New audio visual programs featuring lessons in:

LINEAR • AREA • VOLUME • CAPACITY • MASS

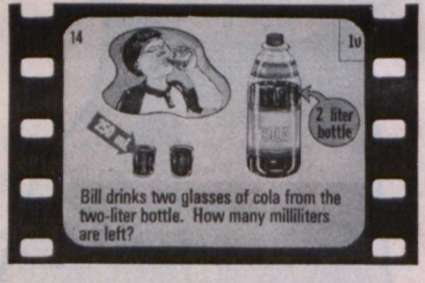
If you'd like to learn the metric system yourself or teach it to your students, NEA's National Foundation for the Improvement of Education (NFIE) has just the thing for you.

Using a grant from the U.S. Department of Education's Metric Education Program, NFIE developed *Measuring with Metrics* for students in grades three through college. The program covers the basics of metric measures in length, area, capacity, volume, and mass (weight).

Measuring with Metrics includes 10 filmstrips and 10 audio cassettes, skill sheets (ditto masters), and a teacher's manual. It is available as a complete set or in five components, one for each metric area.



- *Filmstrip lessons can be used with or without the audio cassettes.*
- *Audio cassettes provide a dimension of self-instruction, allowing the lesson to be used without direct teacher assistance.*
- *Each lesson has 25 to 30 metric problems of increasing difficulty requiring student involvement.*
- *Practical examples are used in all problems.*



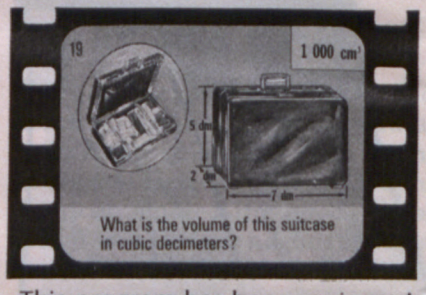
- *Feedback and positive reinforcement is provided in each lesson in two ways:*
  1. Solutions are given to each problem on the audio cassette *after* the student has attempted to solve a problem.
  2. The answer to each problem is also given in the filmstrip frame following the problem.

BUY ANY COMPONENT OF THE PROGRAM FOR $30

5 components: Linear, Area, Volume, Capacity, and Mass

BUY COMPLETE METRIC PROGRAM FOR $130

Save 13% over single component price of $150.



This program has been reviewed by teachers for instructional quality and has been field tested in classrooms. The National Bureau of Standards and the U.S. Metric Board have also reviewed the package for technical accuracy.

THINK METRIC — BUY METRIC

The National Foundation For The Improvement Of Education

MEASURING WITH METRICS ORDER CARD

Please send the following:

_____ **LINEAR** – Lessons A & B $30	_____ **AREA** – Lessons A & B. $30
_____ **VOLUME** – Lessons A & B . . $30	_____ **CAPACITY** – Lessons A & B . $30
_____ **MASS** – Lessons A & B $30	_____ **COMPLETE METRIC KIT. . $130**

TEACHER'S MANUAL included with every order. Sub Total

☐ *Payment enclosed* (SAVE $2.50 postage & handling) *Postage & handling* $2.50

TOTAL _____

☐ *Bill me*

Make Checks payable to NFIE and mail to:
NFIE, 1201 16th St., N.W., Washington, D.C. 20036

☐ *Master Card* ☐ *Visa* *Card #* _____ *Exp. Date* _____

Name _____ **Position** _____

Address _____ **Grade** _____ **School** _____

City _____ **State** _____ **Zip** _____

Energy Education

Amoco Teaching Aid Kits

☐ **The Energy Crisis** - Grades 4-6. Reviews causes and possible solutions to our energy problems. Used by more than 60,000 teachers. Folder includes three pages of instructions and five student activity sheets. 50¢ each for postage and handling.

☐ **Living With Energy** - Grades 7-9. A teaching resource with five student activity sheets and three pages of teacher's instructions provide a variety of activities to study energy problems. Used by more than 30,000 teachers. 50¢ each for postage and handling.

☐ **Energy Adventure** - Grades 9-12. This new 28-page educational resource reviews energy sources, production, distribution, supplies, problems, conservation, and economics. The teacher guide provides information, classroom activities, and experiments. Ten student activity sheets and ten exhibits—maps, charts, graphs, and illustrations—complement the text. $1.00 each for postage and handling.

☐ **The Mochans** - Grades 9-12. A booklet about basic economic concepts with 10 student activity sheets and a 10-page teacher's guide with suggested lesson plans and classroom activities. Used by more than 50,000 teachers. $1.00 each for postage and handling.

All student activity sheet duplicating masters serve up to 200 students.

Mail your check or money order made to:

Amoco Teaching Aids
P.O. Box 1400K
Dayton, Ohio 45414

Free Film

The Kingdom of Mocha an animated color film provides an introduction to basic economic concepts. Available in all states. To schedule a date for showing, write:

Modern Talking Picture Service
Film Scheduling Center
5000 Park Street North
St. Petersburg, Florida 33709

Free Information

To secure your free copy of all **Amoco Teaching Aids** write to:

Amoco Educational Services
Public Affairs, MC 3705
P.O. Box 5910-A
Chicago, Illinois 60680

CIRCLE QUICK-ACTION CARD NO. 1

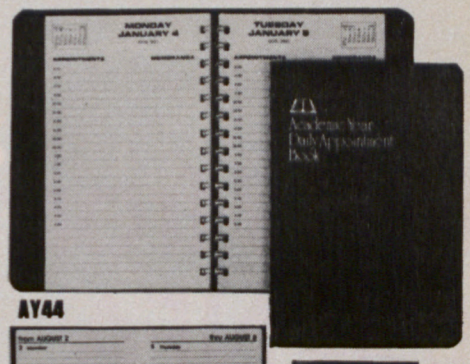
ORGANIZE YOUR TIME.
It's Important!

As an educator, the demands on your time are many and varied. Because your time is valuable, you organize with care. How you use that valuable time is your business, but how you organize it is ours!

What way do you plan your schedule? Daily, weekly or monthly, we have what you need. And, these convenient-sized products cover the academic year so your activities can be scheduled with ease.

Whichever you choose, our AY44 Daily Appointment Book, the AY48 Pocket Weekly-Minder or AY53 Pocket Monthly-Minder... you can organize your time — because it's important!

These fine products can be found at your nearest Office Supplies Dealer or write: Keith Clark, Inc., Airport Rd., Sidney, NY 13838.



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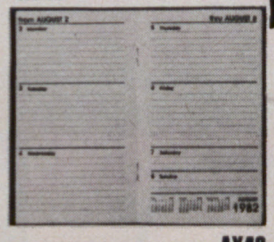

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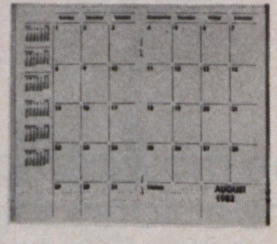
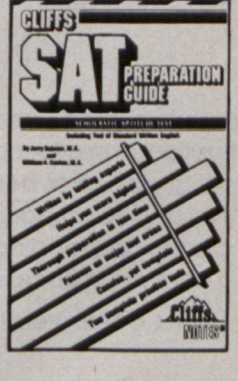


CIRCLE QUICK-ACTION CARD NO. 12

HELP STUDENTS PREPARE FOR THE SAT

Free Teacher's Manual, "Preparing Your Students for the SAT", is designed for use with Cliffs Test Preparation Guides and the new instructional film, "Be Prepared for the SAT". The Teacher's Manual aids in organization of test preparation classes, workshops and programs, and introduces you to question types and strategies of attack.



This free Teacher's Manual is an essential tool for all teachers interested in helping students overcome test fears. Send for yours along with information on Cliffs Test Preparation Guides and on Churchill Films' "Be Prepared for the SAT". Similar teaching tools for ACT will be available soon.

Write today: c/o Faculty Coordinator, Cliffs Test Preparation Guides, Dept. TE, Box 80728, Lincoln, NE 68501

Cliffs NOTES, INC.

CIRCLE QUICK-ACTION CARD NO. 28

NEW from the NEA Professional Library

The most comprehensive, understandable, and practical book yet on making computers work for teachers

"Computers in the Classroom should be mandatory reading for all educators, be they novice or experienced computer users."

— Bruce Brombacher
1982 Teacher of the Year

Computers in the Classroom, edited by Henry S. Kepner, Jr., focuses on instructional uses for computers. This fine addition to the NEA Professional Library gives personalized suggestions for elementary, middle school and secondary teachers and offers specific applications for language arts/reading, social studies, fine arts, business education and careers, science, and mathematics classes.

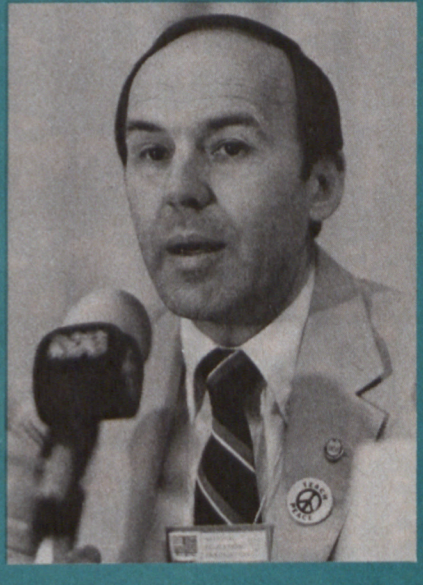
In a word, **Computers in the Classroom** is terrific!

GUARANTEE

Just use the attached postage paid reply card for sending your order today. NEA guarantees this book... if it's not what you're looking for just send it back within 10 days and you'll receive full credit. If you want to combine your order with other teachers in your school, you'll save money! See the NEA Member's Discount on the Order Card.

Computers in the Classroom. $7.95. Stock #1825-7-OF. Order from: NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

The NEA Annual Meeting



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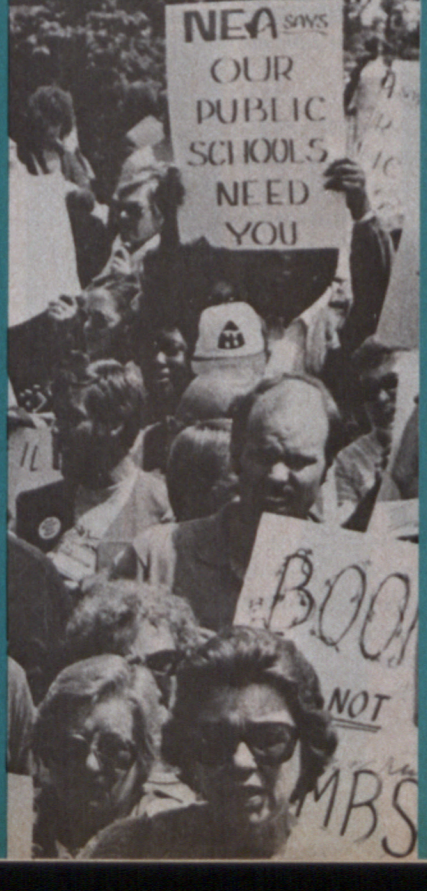
151 NEA Resolutions

184 New Business Items



POLITICAL
POWER FOR
EDUCATIONAL
EXCELLENCE
nea

The NEA Annual Meeting: A Summary

SAM PIZZIGATI

Delegates translated anger into action, concern into commitment.

Close to 7,000 men and women—representing NEA members in every corner of the United States—gathered in Los Angeles July 1 for the 120th Annual Meeting of the National Education Association. The delegates, almost to a one, arrived in LA anxious and angry over the mounting assaults on public education. They left six days later united and committed to the most ambitious political action offensive in NEA history.

In between were six full days of speeches, caucuses, rallies, and debates centering on a recurring convention theme that NEA President Willard McGuire captured adroitly in his keynote address:

> "There can be no educational excellence without political power in our country today. Let us declare an all-out effort to elect a pro-education Congress and a pro-education Administration by November 1984."

Only an all-out effort, McGuire noted, can stop tuition tax credits, restore adequate funding to public school budgets, and end the militaristic madness that stockpiles nuclear bombs at the expense of schoolchildren.

Close to 7,000 delegates took part in the democratic process of forging NEA's political agenda.

Later in the convention, McGuire pursued this idea:

> "It's been said of America that every generation must fight a war to preserve its freedom. I submit that we are in a war today. It is not a war on foreign soil, but a war that is taking place in every schoolroom and in every state capitol and in every congressional district. It is a war for the survival of public education."

Over the course of the Representative Assembly—the policymaking heart of each NEA annual meeting—the Association delegates adopted a host of proposals that aim to help win the war for public education.

But the delegates did not limit themselves to passing resolutions. They dramatized their personal commitment to public education by digging deep into their pockets for NEA-PAC, the Association's national political action arm. And they even took to the streets to show Los Angeles—and the nation—that teachers and other education employees are not about to sit back and let public education wither away.

By convention's end, the delegates had raised more than $103,000 for NEA-PAC. Thirty-two state delegations averaged contributions of more than $15 per member.

This spectacular fund-raising effort brought the still-growing NEA-PAC total for 1982 past $800,000. Those dollars—each one a voluntary donation from an NEA member—will go toward the 1982 campaigns of pro-education congressional candidates.

The same enthusiasm that fueled the NEA-PAC drive also sparked the "march for education" that kicked off the convention's final morning. Thousands of delegates assembled under a hot sun beating down on Pershing Square in downtown Los Angeles, then marched 10 blocks to the convention center singing and chanting "Books, not bombs" and "One, two, three, four, kids are what we're marching for!"

NEA President McGuire told the rally that ended the march:

> "When school opens this fall, many of our colleagues won't be there because of the Reagan budget cuts. Many of our children will come to school hungry because of the Reagan budget cuts. Many of our children will

Books, not bombs: Thousands of delegates, venting their anger over the Reagan budget cuts, joined the "march for education."

be in classrooms of 35 and 40 children because of the Reagan budget cuts.

"There are citizens and special interest groups who would destroy our public schools, and in the presidency of Ronald Reagan, they have found an agent for all that is wrong with their cause. They have recruited a major portion of Congress to their anti-public school position, and their influence has traveled downward—the only real evidence of the President's trickle-down theory—to state legislatures, county commissions, city councils, and local school boards."

That disabling "trickle down" effect, added NEA Secretary-Treasurer Mary Hatwood Futrell that afternoon, can only be stopped at the ballot box.

"There will be no strong America until every one of our politicians has a remedial course at the hands of politically active NEA members. For those who will not learn, we need to use our very effective pass-fail grading system to vote them out as obstacles to the dreams we have for every boy and girl in America."

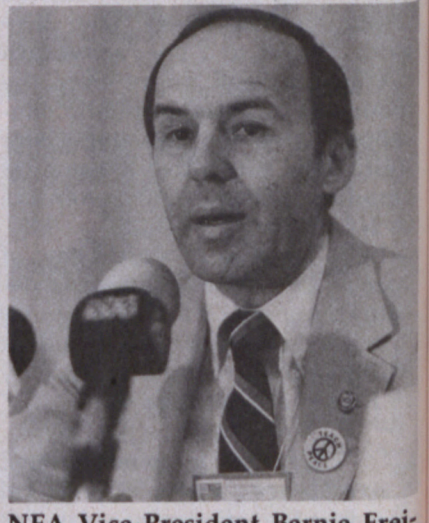
The Representative Assembly delegates made it clear that the Reagan Administration proposal for tuition tax credits will destroy their dreams for America's schoolchildren. The delegates carried with them to the convention some 114,000 petition and postcard signatures against tuition tax credits. At the convention, they voted to promote a massive petition drive this fall to collect 1 million signatures against the President's tax-credit plan.

In another tuition-tax-credit action, the Representative Assembly voted to initiate NEA court challenge to any local or state statute that provides tax credits for parents who send their children to private schools.

The delegates also put NEA squarely on record against President Reagan's five-year, $1.5 trillion military build-up. The Assembly endorsed a nuclear weapons freeze and specifically pledged Association support for the Kennedy-Hatfield bilateral freeze resolution now before Congress.

The call for a peacemaking government sounded throughout the convention deliberations. The delegates saluted President McGuire for his June 24 speech before the United Nations Second Special Session on Disarmament, and many delegates took part in an afternoon peace rally sponsored by a group of delegates.

But the Assembly also emphasized NEA's commitment to national security and overwhelmingly endorsed a bold new federal education initiative designed to enhance America's safety and standing in the world. This new legislation—the American Defense Education Act—would funnel some $4 billion of federal money into school districts for locally structured programs in mathematics, science, computer technology, counseling, and foreign languages.



NEA Vice-President Bernie Freitag unveiled the Association's proposal for an American Defense Education Act.

NEA Vice-President Bernie Freitag unveiled the new bill at a convention news conference.

"This bill is modeled after the highly successful 1958 National Defense Education Act. That legislation helped the nation regroup after the shock of Sputnik. Our hope now is that this new legislation can help us meet the new challenges of international economic competition and advanced technology as we quest for a war-free world.

"It's time for a national commitment to excellence in the schools. We can move toward that goal significantly with the passage of this important legislation."

During convention deliberations the delegates took another key step toward national educational excellence. They adopted the latest element in NEA's ongoing campaign for quality public schools, an action plan to improve teacher education. The plan, two years in the making, is designed to help the Association's state affiliates reform and strengthen teacher education programs.

The action plan lays out clear and strict criteria for judging and evaluating existing teacher education efforts and calls for higher entry standards for admission to—and graduation from—teacher education institutions and programs.

Above all, the action plan aims to help teachers gain control of their profession. "One essential factor," reads the action plan, "has always been missing from the decision-making process about teacher education: the expertise of the practicing teacher."

As approved by the Assembly, the plan outlines the concrete steps that state Associations can take to bring that expertise directly to bear on the shaping of teacher education programs.

Better teacher education will, of course, mean higher quality education. But the Assembly also recognized that the best teacher education programs in the world won't guarantee quality education so long as low salaries are driving many of the nation's finest teachers out of the profession.

At a special convention news conference, NEA Secretary-Treasurer Futrell and four teacher-delegates to the Assembly spoke movingly about the exodus of teachers out of the schools and into better paying jobs in the private sector.

"When society loses a good teacher to more attractive, higher-paying professions, our public school children lose a valuable resource," the NEA secretary-treasurer pointed out.

Futrell noted that accountants at $23,545, rubber factory workers at $24,582, and construction workers at $21,500 all earn higher average salaries than teachers at $18,976. She introduced to the press four teaching colleagues who graphically described how difficult it is to make ends meet on a teacher's salary. Their accounts were later widely reported in newspapers around the country.

One major historic factor behind low teacher salaries has always been sex discrimination, and the 1982 Representative Assembly worked hard to find effective new responses to this age-old curse. In one of many convention actions on sexism, the Assembly adopted a resolution backing "pay equity," the critically important concept that the measurable worth and skills of a job—not "market values" that reflect sex bias—should determine salary levels.

The Annual Meeting this year began the day after the Equal Rights Amendment failed to meet the ratification deadline. But there was no mourning for it at the convention. Delegates were too busy debating and voting a new "sex equity" plan for the Association.

A tribute: President Willard McGuire (right) presented a special Friend of Education award to NEA Executive Director Terry Herndon.

"We've worked long and hard to pass the Equal Rights Amendment over the last decade," President McGuire noted. "Now our struggle moves into new arenas."

The sex equity plan passed by the Representative Assembly tabs political action as a top priority. The plan emphasizes voter registration and get-out-the-vote programs.

Other parts of the new sex equity plan pledge NEA to work with other groups on campaigns to overturn discriminatory laws and regulations at the state and federal levels.

The NEA Representative Assembly boycott of states that have not endorsed the ERA, meanwhile, will continue over the coming year as the NEA Executive Committee and the NEA Board of Directors study the impact that the boycott has had.

During a day-long conference on computers, hundreds of delegates helped identify key instructional issues the machines raise.

(For a complete list of Resolutions and New Business Items that delegates passed, see the section following this article. In addition, "The NEA Legislative Program for the 98th Congress," reprinted in the "Politics '82 and Beyond" section of this volume, reflects the legislative priorities the Assembly set.)

Two NEA governance bodies had new members elected at this year's Assembly. The delegates named Ed A. Foglia and Jim G. Lewis to seats on the Executive Committee.

Foglia, an eighth grade reading specialist, is the immediate past president of the California Teachers Association. Lewis, a social science teacher, is a past president of Kansas-NEA.

The convention delegates also elected Ward Rountree of Dayton, vice-president of the Ohio Education Association, as an at-large representative of ethnic minorities on the NEA Board of Directors.

Mary Hatwood Futrell, the NEA secretary-treasurer, was reelected without opposition.

The Assembly also honored two very special educators for their lifelong contributions to America's public schools. The prestigious NEA Friend of Education award went to Arthur Flemming, an active Republican who served as Secretary of Health, Education, and Welfare during the Eisenhower Administration.

Flemming, also the former chair of the U.S. Commission on Civil Rights, now directs the National Coalition for Quality Integrated Education, an NEA-backed group working to build public support for desegregation by showing that integrated education works.

A special Friend of Education award went to NEA Executive Director Terry Herndon. NEA President McGuire hailed Herndon's long service to the Association at the local, state, and national levels. On behalf of the entire Assembly, he warmly thanked Herndon for his tireless efforts on behalf of the public schools.

Herndon, NEA executive director since 1973, has announced that he will be stepping down from that position next May.

Other honors at the Annual Meeting went to outstanding activists in the struggle for human and civil rights. Thirteen individuals and groups were cited at the 16th Annual NEA Human and Civil Rights dinner, with special honors for Arthur Flemming, Alabama teacher Margaret (Maggie) Bozeman, and the three sponsors of last year's widely praised curriculum guide on the Ku Klux Klan.

Bozeman, a 27-year teaching veteran, earlier this year drew national attention to the Voting Rights Act renewal debate when she was convicted of "voter fraud" after helping elderly Black citizens exercise their right to vote in a 1978 primary.

The KKK curriculum was a joint effort of the Connecticut Education Association, the Council on Interracial Books for Children, and the NEA.

Concern over human and civil rights brought hundreds of Assembly delegates to Los Angeles two days before the Annual Meeting actually started. These early arrivals attended a joint conference on ethnic minority and women's concerns.

The conference focused on a wide range of human rights issues and heard from actress and activist Jane Fonda.

"I thank you for teaching our children that we are all equal," said Fonda. "You teach that you can't kill an idea."

Hundreds of Assembly delegates also attended a day-long conference on computers and the classroom. Workshops at the conference identified the key instructional issues that computer-aided education raises—and even gave participants hands-on experience with the latest computer equipment.

The observers at the computer conference included national television reporters, who went away impressed and eager to cover teachers' willingness to incorporate tomorrow's technology into today's classrooms.

The reporters' reaction shouldn't have surprised anyone. The energy of thousands of Association activists in one place together almost always makes an NEA Annual Meeting impressive.

Mr. Pizzigati is associate director of NEA Communications and associate publisher of Today's Education.

NEA Resolutions

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes the individual at his/her expense must also be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

The Association further urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 82)†

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Exercise attitudes of good citizenship, societal productivity, and global awareness

d. Appreciate the aesthetic and moral qualities of life

e. Formulate values for their lives that will lead to continual growth and self-fulfillment

f. Recognize and appreciate the cultural diversity of this nation

g. Recognize the cultural, social, political, and religious differences found throughout the world.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 82)

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. When only one year is shown, it indicates that no revisions have been made since the resolution was first adopted.

A-3. Public Understanding and Support of Education

The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contributions of education and educators. (69, 81)

A-4. U.S. Department of Education

The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department.

The Association believes that attempts to dismember or dismantle the U.S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, or other anti-public education plans are detrimental to the public interest. (80, 82)

A-5. U.S. Department of Education Schools

The National Education Association believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education Schools. (80)

A-6. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve community, parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 81)

A-7. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74, 82)

A-8. Voucher Plans

The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents, schools, or school systems could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-9. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

Resolution A-7, "Deleterious Programs," refers to a wide variety of schemes invented from time to time by people who want to reduce the cost of public schools or at least the amount of money flowing to them. There's no limit to the number of schemes that can be invented by creative minds that don't like public schools.

One scheme that's currently before us, of course, is tuition tax credits. These credits would in effect take tax money out of the public schools and put it into private schools. Schemes like this have come up not just in Congress but on the state level and even on the local level, where they'd provide credits against property taxes.

Then we have the voucher plans that surfaced several years ago. They've been tried in a couple of forms—I think pretty unsuccessfully—but the major purpose is the same: to spend less on public schools. That's also the aim of industrial management models—planned program budgeting or management by objectives.

Our resolution is important to me because I believe the public schools are the backbone of a modern democratic society and we ought to do whatever we can to preserve and protect them.

Bill Potter, social studies teacher, Juneau High School, Juneau, Alaska.

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Eliminate tax laws and rulings that are harmful to teachers and educational needs. (78, 81)

A-10. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to correct policies which contribute to the particular economic difficulties of individual states and regions. (81)

A-11. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-12. Mass Media

The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence in television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages advertisers to use standard grammar.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 82)

A-13. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the U.S. Congress. (81)

A-14. Rural Education

The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institu-

tions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-15. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-16. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-17. Composition of School Boards and Accessibility to School Board Meetings

The National Education Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decision making and to guarantee their right to participation.

The Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. (80, 82)

A-18. Public School Buildings

The National Education Association believes that public school buildings which are closed should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82)

A-19. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment

b. To promote an understanding of the necessity to protect endangered, threatened, and rare species

c. To reduce pollution significantly

d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival

e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-20. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-21. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established, and programs for prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. The Association further believes that teachers should be assisted in the identification, proper storage, and safe disposal of such materials. (78, 81)

A-22. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 82)

A-23. Nuclear Accident Emergency Plans

The National Education Association believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All teachers must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82)

A-24. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-25. Jobs with Peace

The National Education Association believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (82)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime

responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decisionmaking in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation which would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-3. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to work for adequate funding and establishment of the necessary teacher training for effective implementation of multicultural/global education. (81)

Resolution B-7, "Asian and Pacific American Education," deals with several very distinct areas. Each one is of real concern to the Asian communities at large and particularly to those of us who are educators. As I interpret B-7, it calls on us to do these things:

- **Provide special programs for students who need bilingual education or English as a second language.**
- **Provide cultural sustenance for Asian/Pacific American children.**
- **Promote Asian/Pacific American Heritage Week.**
- **Secure federal and state legislation to support teachers with training, materials, and curriculum development about Asian/Pacific culture.**

All of these, of course, are especially important now that the federal government is giving less money to education. Bilingual education, for example, is in great jeopardy. And we'd only begun to provide materials when the government took away the necessary support. A classroom teacher in the Midwest who is interested in providing a well-rounded curriculum has a hard time simply looking around for the right materials. All school districts in the country must have those things.

Gary Higashi, supervisor, Refugee Project, Office of Superintendent of Public Instruction, State of Washington.

B-4. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs. (81)

B-5. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-6. Chicano and Spanish-Speaking Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 81)

B-7. Asian and Pacific American Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders,

and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Americans to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curriculum, preservice and continuing education of teachers, development of instructional materials, and dissemination of information and programs. (79, 81)

B-8. Education of Refugee, Undocumented Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of undocumented aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harassment-free environment for these children should be assured by local, state, and federal authorities. (80, 82)

B-9. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of black American children require the direct involvement of black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of black American children and promote the preservation of their heritage and culture. (81)

B-10. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods

d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities

e. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health

f. Strengthen the child abuse laws, improve enforcement, and provide adequate funding for agencies involved in implementation

g. Urge the enactment of legislation in all states against pornographic exploitation of children

h. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist

i. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children

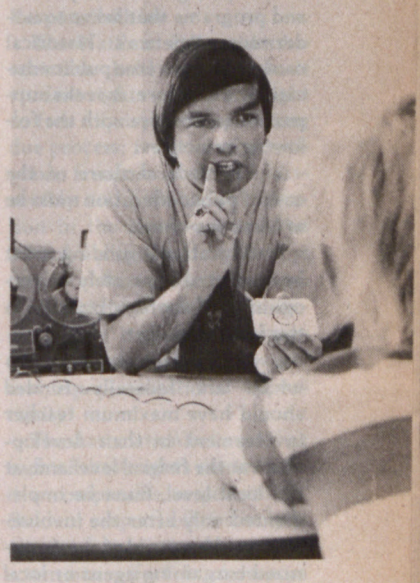
j. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products

k. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 82)

B-11. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the pre-



school and elementary levels, since behavioral and attitudinal patterns are established at an early age. The Association opposes the subcontracting of pupil personnel services to private organizations. (69, 82)

B-12. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.

n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

o. Categorical funding is essential in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged and must be assured.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 81)

B-14. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-15. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, incest and sexual abuse, and problems from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 82)

B-16. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of the drug rehabilitation programs.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72, 81)

B-17. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 82)

B-18. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a

basic policy of secondary and higher education. Educational programs which will assure equal opportunity for occupational development, and which will encourage students to consider nontraditional vocations, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B-19. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory professional development of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading/learning disabilities to be certified under regulations of each state's department of public instruction. (77, 82)

B-20. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and liv-

Resolution B-18, "Vocational Education," reflects NEA's awareness that public education in this country has more than one role. To me this resolution is saying that we want to prepare citizens who can read, write, speak, and think, but who also understand trades and have the skills to step into jobs.

This resolution also shows NEA's leadership in reducing conventional career stereotypes. At the postsecondary technical institute where I work, I have seen some progress in students' willingness to pursue nontraditional careers. Still, we have a long way to go, and this resolution shows that in NEA we know that.

Most important of all, I think, is the recognition that we have to constantly retrain ourselves and our students to keep pace with technology. Right now the pace of technology is such that a new engineer's training is obsolete six months after graduation. Education has to be a partner with industry in retooling the United States, educating both young people and old in new areas such as robotics and computers.

I see our job as leading the way into the technological future. Resolution B-18 shows that we are willing to take on this job.

Leigh Barker, teacher, Waukesha County Technical Institute, Waukesha, Wisconsin.

ing. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 81)

B-21. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-22. Early Childhood Programs

The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities, the poor, and the elderly in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75, 81)

B-23. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-24. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of teacher preparation courses and professional development programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action

b. Require educators to report to the appropriate authori-

ties instances of suspected child abuse

c. Provide for protection of children from other children. (74, 82)

B-25. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-26. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-27. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B-28. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-29. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

B-30. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that in order to implement federal special education legislation effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.

j. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.

k. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by federal special education legislation.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communications must be maintained among all involved parties.

o. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

p. Individualized education programs should not be used as criteria for the evaluation of teachers.

q. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

r. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

s. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

t. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

u. Student placement must be based on individual needs rather than on space availability.(78, 82)

B-31. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-32. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-33. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-34. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-35. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and professional development programs for junior high/middle school education. (76, 82)

B-36. School Transportation

The National Education Association believes that all aspects of transporting students require close scrutiny. It believes that safety requirements

for buses and other designated school vehicles must be stringently enforced and overcrowding must be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 79)

B-37. Family Violence

The National Education Association recognizes the vicious cyclical effects of family vio

lence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services

and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-38. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-39. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-40. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed.

However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student. (79, 80)

B-41. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-42. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-43. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79, 82)

B-44. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials which portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-45. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

In Resolution B-46, "Gifted, Talented, and Creative Students," the NEA has taken what to me has always been a very basic position of ours: Take every child where he or she is and go from there to get the best we possibly can out of that student. Good teachers have always taught to varying levels of ability in the classroom, but when we go on record as believing in programs for the gifted and talented, we have made a commitment to them. To me, that's the great value of this resolution.

Probably a lot of us feel that we are not gifted enough ourselves to teach gifted students. The resolution speaks to our need for training. These students think differently and react differently and deal with material differently than other students. Schools that want these programs to be successful must train the teachers, or the programs will become just what we've always had.

Two cautions about these programs: First, we must be careful not to let these students feel that they are better than any of the other students. Rather, they need to feel thankful for their gifts.

Second, we must keep in mind in identifying students for these programs that although gifted students are creative, not all creative students are academically gifted. We, as teachers, can see creativity that doesn't show up on any test.

Nancy Jewell, ninth grade English teacher, Waller Junior High School, Enid, Oklahoma.

B-46. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-47. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.

b. The educational and support components of employment and training programs should be staffed only by certificated educators.

c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.

d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.

e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.

f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.

g. The amount of funding should be predictable in order to facilitate year-to-year planning.

h. Employment and training programs should provide ongoing counseling, placement, and other support services, and should be provided by certificated personnel.

i. Employment and training programs should provide opportunities for women in nontraditional occupations.

j. Existing educational and vocational facilities should be used in employment and training programs. (80)

B-48. Small Business Management Education

The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements that are pertinent to success in business. (80)

B-49. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-50. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-51. Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-52. Higher Education

The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all. (80)

B-53. Fine Arts Education

The National Education Association believes that fine arts programs should be an integral part of this nation's elementary and secondary (K-12) school curriculums.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80)

B-54. Instructional Technology

The National Education Association believes that instructional technology can be employed to improve teaching and learning. Before sanctioning such technology, the Association believes the following conditions must be met:

a. That classroom teachers in each school be involved in the initial planning, introduction, and use of such technology

b. That teachers whose professional practice and responsibility are affected by this new technology be provided with adequate staff development activities

c. That classroom teachers monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination

d. That teachers be involved in the decision making as related to changes in the workload and the responsibilities of classroom teachers as a result of the introduction of such technology

e. That teachers be involved in designing appropriate research and carefully controlled development activities related to all aspects of any new technology of instruction. (81)

B-55. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association urges support for a national clearinghouse for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. (81)

B-56. Video Game Management

The National Education Association believes that the commercial use of video games has no place in the public schools. The Association urges state and local affiliates to support the enactment of zoning, time, and age restrictions that will regulate the operation of video game parlors in a manner designed to minimize the economic exploitation of youth. (82)

B-57. Life-Saving Techniques

The National Education Association advocates training of students and school employees in basic emergency life-saving techniques. The Association urges the inclusion of this training in the school curriculum. (82)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 82)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including, but not limited to, the identification of—

a. Factors that determine professional competence

b. Factors that determine the effectiveness of competent professionals

c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for professional development, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision that is constructive provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 82)

C-3. Class Size

The National Education Association believes that small class size, particularly in grades K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association further believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association encourages local and state affiliates to seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82)

C-4. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-5. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes, including but not limited to, increasing the academic requirements for admission into and graduation from schools of education.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication, and human relations in requirements for certification, and the provision for professional development workshops in these areas for beginning and experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.

f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.

g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.

h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

j. Recommend that Student NEA advisors be Association members.

k. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

l. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

m. Take immediate steps to become involved in college and university committees that control teacher education programs.

n. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.

o. Support the inclusion of courses that provide instruction in the changing role of the family.

p. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education and teacher licensing/credentialing agencies. (70, 82)

C-6. Professional Development

The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to required and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for all staff for professional development programs, courses, and conferences that benefit the school program.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. To assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher-governed. (76, 82)

C-7. Teacher Centers

The National Education Association believes that Teacher Centers provide an opportunity for teachers to continue their professional development. The Association believes that Teacher Center programs should be based on the needs of teachers and that they should be established in sufficient numbers to be accessible to all teachers.

The Association further believes that teachers from the exclusive representative of the bargaining unit and/or the local association should comprise a majority of the membership of Teacher Center policy boards.

The Association shall continue to seek federal funding for Teacher Centers and shall assist affiliates in obtaining state and local monies for Teacher Centers. (82)

C-8. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and professional development in teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 82)

C-9. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-10. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-11. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 80)

C-12. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-13. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decisionmaking process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development of teachers

c. Teacher work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements. (79, 82)

C-14. School Libraries

The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials and a certificated librarian/

media specialist, should be provided for each elementary and secondary school. (80, 81)

C-15. School Nurses

The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must select instructional/library materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 81)

D-2. Reconsideration of Instructional Materials and Teaching Techniques*

The National Education Association believes that it is the responsibility of the public schools to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the U.S. Constitution and the Bill of Rights. It is recognized that these democratic values can best be transmitted in an atmosphere which does not restrain free inquiry and learning. It is essential that such a setting be free of censorship, in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and the attempts to ban books from the school library and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly reconsideration of instructional materials and techniques when requests for such reconsideration are received. (82)

D-3. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 75)

D-4. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

The Association further believes that legislation and regulations that mandate the teaching of so-called "creation science" violate teacher and student rights.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69, 81)

D-5. Student Evaluation

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon student evaluation criteria and to assign grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights

The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration or the right to strike must be an integral part of any collective bargaining process.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 82)

E-3. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-4. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-5. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the sex bias in our society.

The Association encourages efforts by teachers and other members of the workforce to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82)

E-6. Professional Salaries

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-7. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service

b. Have structural continuity through the use of an index or percentage guide

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within 10 years of faculty experience

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments

k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents

m. Be developed through the process of collective bargaining

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility

o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee

p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 79)

E-8. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity / paternity leave, including adoption

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workers' Compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term physical and mental disability insurance

n. Benefit extension for laid-off employees

o. Religious leave

p. Retirement compensation

q. Unemployment compensation

r. Optical insurance

s. Dental insurance

t. Legal insurance.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 82)

E-9. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 78)

E-10. Teacher Retirement

The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions permitting the purchase of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Disability retirement for a service-connected disability available to teachers from the first day of employment.

Nonservice-connected disability retirement shall be available to teachers after five years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

j. Full funding and equitable administration in the granting of teacher retirement credit for military service, or provision for purchasing up to five years of retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

p. Retirement housing facilities for teachers.

q. Teachers' contributions and benefits that are not subject to federal income taxation.

r. Internal Revenue Service rules and regulations which are not discriminatory.

s. Annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 81)

E-11. Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

E-12. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Depart-

ment of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-13. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-14. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-15. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-16. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

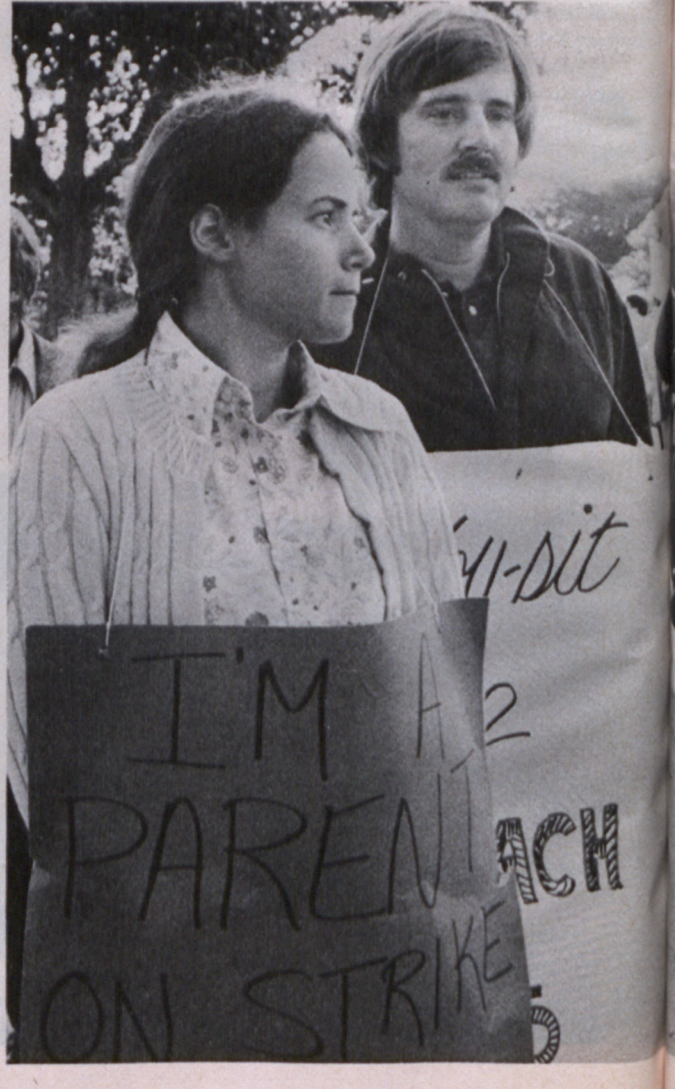
E-17. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive



bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association further condemns the denial of credits to students who have honored a teacher work stoppage. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 81)

E-18. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 80)

E-19. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The NEA has always been in the vanguard of social change. Stating the rights of employees, NEA Resolution E-13, "Nondiscriminatory Personnel Policies/Affirmative Action," exemplifies this leadership.

It is extremely important that at this time the National Education Association not quiver—not join the rollback-oriented, antipeople approach that the present Administration is directing from Washington, D.C. It is important that at this time local associations press forward to secure affirmative action programs in their school systems. A time when the extension of the Voting Rights Act can even be debated, a time when other social rights protections are being attacked (supposedly because of poor economic times), is not the time to accede.

To be liberal in one's views is easy and convenient when times are good, but I suspect that the real test of convictions and commitments comes when times get tight. Throughout history, people have turned on their own when times are hard. I don't want to see our Association follow this road.

Leonard Robinson, social studies teacher, Holmes Middle School, Livonia, Michigan.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-20. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials which relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate "not-for-profit" clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-21. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to

It is very important for the NEA to have a resolution like E-24, "Protection of School Personnel," because physical safety is very important to teachers and other school employees and also to the students. Without the kinds of protection this resolution calls for, we're going backward, not forward, with public education.

We need legal protection against attack, we need to be paid back for anything that's stolen or destroyed at school, we need special leave—not sick leave—if we're hurt at school. We need to know that a student who attacks someone on the school staff won't show up again right away without any kind of discipline.

The danger is real, and the public and lawmakers must recognize this fact and become concerned about the school employees and also the students. In our state and in our county, we have a protective law against harm to teachers.

I think the NEA, along with state and local boards of education, should take every means to ensure all possible safety for school employees.

Charles Thomas, mechanic, McDowell County Schools, Welch, West Virginia.

transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-22. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-23. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-24. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-25. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 81)

E-26. Employment in Overseas Dependents Schools

The National Education Association believes that the Overseas Dependents Schools

operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-27. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-28. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the united teaching organization and the public to recognize the singular and specific function that the substitute teacher performs in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators, and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 81)

E-29. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-30. Underutilization of Teachers

The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-31. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-32. Right to Privacy

The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions. (75, 81)

E-33. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-34. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of teacher retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 82)

E-35. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-36. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-37. Noninstructional Support Staff

The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff share the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-38. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local

school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that (a) the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and (b) the educator should be guaranteed the right to select his or her own physician. (77, 80)

E-39. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services

b. A physician's written verification of the student's need for medication or services be required

c. Written permission of the parent or guardian be required

d. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, the date of the original prescription, and directions for use

e. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 82)

E-40. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-41. Wage Controls

The National Education Association deplores the rampant inflation that is eroding the living standards of Americans. Public employees in general, and teachers in particular, have been especially victimized by inflation.

The Association is opposed to the imposition of any wage controls which freeze public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any anti-inflation program that increases unemployment. (79, 81)

E-42. Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

Society's attitude makes it vitally important to have a resolution such as E-42, "Stress on Teachers and Other School Personnel." Society considers education and teachers a low priority, so we need to point out forcefully the everyday problems we all experience.

One of the things that makes teaching especially stressful at the present time is the major budget cuts affecting national, state, and local concerns, thus causing cutbacks in programs, cutbacks in services—and, most important, cutbacks in teachers.

Then the students, of course, share the public attitude, mainly because families do not show enough interest in their children or place enough emphasis on their education. Many times we don't get positive, open-minded students coming into the classroom.

We can't go on handling all these problems indefinitely, for if we did, work and health would suffer. We need to have the public recognize that stress is real and has real effects, often detrimental to our well-being. We need programs to help us deal with the stress. That's why this resolution is vital to all of us.

June Murray, teacher, special education, Juvenile Center, Indianapolis, Indiana.

E-43. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of teachers. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the workload.

The Association further asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Pro-rated application of the salary schedule with full recognition of years of experience.

b. An equitable share of all fringe benefits.

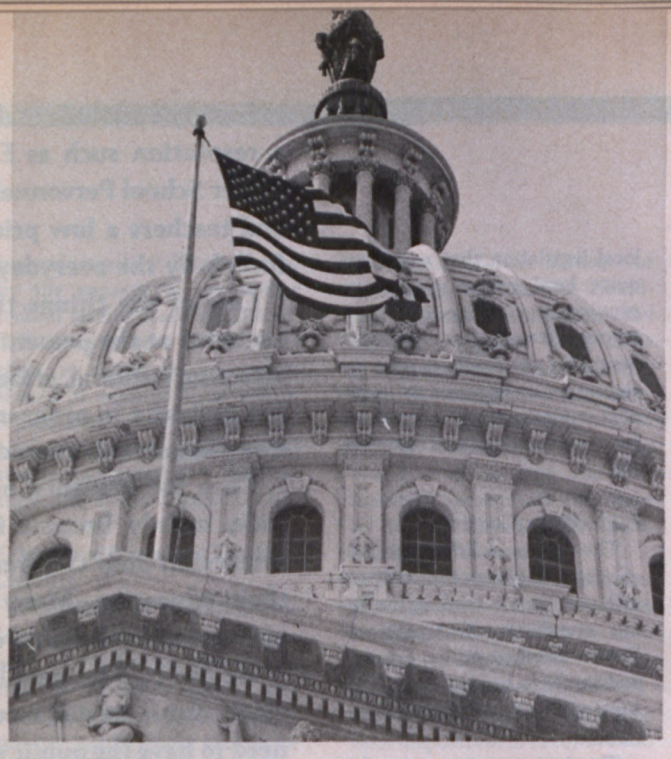
c. An agency shop provision.

d. The right to revert to full-time status. (81, 82)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Profession-



al standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 82)

G-2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association is opposed to the convening of a Constitutional Convention which opens the U.S. Constitution to the possibility of total revision. The Association urges that all proposed changes to the U.S. Constitution be directed through the Congressional proposal and state ratification process as has been previously used. (82)

G-3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-4. The Right To Vote

The National Education Association recognizes the right to vote as a constitutional right which should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965. (81, 82)

G-5. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the president of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. Appropriate classroom and other student-related activities.

c. The development of ways to improve police-community and student-police relations

through the joint efforts of school, community, and law enforcement agencies.

d. The reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. The further development of continuing education programs to educate school and community personnel.

f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic-American teachers and administrators because of desegregation and bilingual programs. (69, 81)

H-3. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-4. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79, 81)

H-5. Black Higher Education Institutions

The National Education Association recognizes that historically black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-7. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences; the rights of others; and the importance of these to a healthy pluralistic democracy.

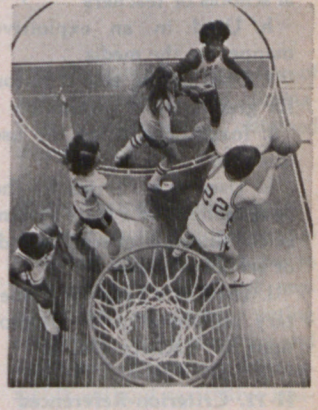
The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-8. The Holocaust

The National Education Association believes that a way to prevent events which have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

H-9. Athletic Programs

The National Education Association believes that at all educational levels female and



male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-10. Testing

The National Education Association recognizes that testing of students, preschool through job entry, may be appropriate for such purposes as—

a. Identifying learning needs

b. Recommending instructional activities

c. Describing student progress.

The Association opposes the use of tests that deny students full access to equal educational opportunities or that are used to evaluate teachers.

The Association believes that standardized tests should not be administered when they are—

a. Potentially damaging to a student's self-concept

b. Biased

c. Used as the only criterion for student placement

d. Invalid, unreliable, or out-of-date

e. Used as a basis for the allocation of federal, state, or local funds

f. Used by testing companies or publishers to promote their own financial interests at the expense of sound educational uses

g. Used to compare individual schools or teachers

h. Used in an exploitive manner by the media

i. Used as the sole criterion for graduation or promotion

j. Inappropriate for the use intended

k. Used as a criterion for the development of a state system of classification of schools and/or school systems.

l. Used as a basis for monetary remuneration or promotions for teachers. (78, 82)

H-11. Criterion-Referenced Tests

The National Education Association believes that criterion-referenced tests are a viable alternative to standardized norm-referenced tests. Such tests should be designed to describe student performance based on carefully developed curriculum. It is inappropriate to administer criterion-referenced tests that do not specifically measure instructional content.

Staff, time, instructional materials, and other resources should be provided to assist students who experience difficulty achieving the desired criteria reflected by tests. (80)

H-12. Truth in Testing

The National Education Association believes that intelligence, aptitude, and achievement tests have historically been used to differentiate rather than to measure performance and have, therefore, prevented equal educational opportunities for all students, particularly minorities, lower socioeconomic groups, and women. Contemporary research on the structure of the intellect identifies multiple and varied mental operations and advances the significant premise that these operations can be taught, that intelligence is dynamic rather than fixed.

The Association further believes that the truth-in-testing movement is an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a copy of all test questions, scores, and rationale for correct answers. (80)

H-13. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 80)

H-14. Internment/Containment Policies

The National Education Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82)

H-15. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the president of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 75)

H-16. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-17. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth, and leadership in all activities.

The Association supports an equal rights amendment to the U.S. Constitution that guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex, and supports the EEOC guidelines which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 82)

H-18. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victim's right to privacy to have his/her past sexual history admitted as evidence in assault cases. Further, the Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 82)

H-19. Federal Support for Public Welfare

The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-20. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical and mental abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 80)

H-21. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs for these veterans to meet their needs now and in the future. (81)

Resolution H-15, "Martin Luther King Day," is significant in that NEA is one of the few organizations that can be proud of its efforts to represent a diverse, multiethnic, multicultural constituency. Passage of this resolution shows the world that educated and intelligent people recognize a very important fact: that positive role models are important to all children and are especially important to Black children. For Black children and their parents live in a society that by its very make-up tends—politically, economically, and educationally—to disenfranchise, dehumanize, demean, and ignore them, while at the same time to provide others with economic stability but also with false emotional security and sick political ideologies.

By observing the birthday of Martin Luther King, Jr., in our schools, we remind all our students and teachers that Blacks have been among our country's greatest citizens. If we succeed in having that day made a national holiday, we will be reminding *all* America's people of that fact.

Beyond honoring Dr. King, however, we are designating his birthday as a time to learn ways of improving relations between human beings—through justice, through equality, through courage, through respect. In this way we will ourselves become a monument to the ideals for which he lived.

Therefore passage and implementation of this resolution are indicative of NEA's commitment to support human and civil rights.

Lillie C. L. Carswell, assistant director, ESEA Title I Parental Involvement, Houston (Texas) Independent School District.

H-22. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70, 75)

H-23. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-24. Highway Safety

The National Education Association believes that students and their families should be protected from death and injury which result from the operation of motor vehicles by in-

toxicated drivers, that is, drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while intoxicated

b. Advocate appropriate educational experiences for students regarding the effects of driving while intoxicated

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents by intoxicated drivers. (82)

H-25. Gun Control

The National Education Association believes that stricter gun control legislation is needed. The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and for those who profit from the illegal sale and distribution of guns.

The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials. (82)

H-26. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills, and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. (73, 82)

H-27. Nuclear Freeze

The National Education Association believes that peoples of the world—in their concern for the survival of the planet and humankind—are evolving toward greater and greater collective consciousness and unity in their recognition that nuclear war is the common enemy of all nations and peoples and is not survivable.

The Association calls for a halt to the arms race in order to create a world without nuclear weapons. As a critical first step toward lessening the risk of nuclear war and reducing nuclear arsenals, the Association urges the United States and all other nations to adopt a freeze on the testing, development, production, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. (82)

H-28. Teaching About Nuclear War

The National Education Association believes that, in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation, specific materials need to be developed for use in school classrooms.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should show the effects of nuclear weaponry and demonstrate strategies for disarmament and appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82)

H-29. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights, and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-30. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-31. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

H-32. Ocean Resources

The National Education Association supports the concept that the ocean's resources are the common heritage of all humankind.

The Association further believes that the regulation of the exploration, development, and use of the ocean's finite resources is essential. (82).

H-33. Solidarity

The National Education Association supports the aspirations of the people of Poland to achieve an improvement of their living conditions through their own free and independent union, Solidarity. (82)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members.

The Association condemns all governments for their roles in any acts of injustice against their teachers and organizations and, thus, the children of those countries.

The Association stands ready to help all associations of educators to obtain their basic rights as listed in the NEA resolutions. (81)

I-2. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadoran Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-3. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-4. U.S. Involvement in Nicaragua

The National Education Association urges the U.S. government to refrain from any U.S. plan for overt or covert action that would destabilize Nicaragua or would adversely affect that government's successful campaign against illiteracy. (82)

I-5. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-6. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 82)

I-7. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 79)

I-8. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70, 80)

I-9. Retired Teacher Participation

The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I-10. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. The Association urges its affiliates to initiate and support programs which will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 81)

I-11. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations. (80, 82)

New Business Items

These items adopted by the 1982 Representative Assembly are grouped according to the administrative area to which they have been assigned for implementation.

AFFILIATE SERVICES

Relationships of Substitute Teachers and Substitute Teacher Organizations to Local and State Affiliates

The appropriate NEA staff shall prepare a report on the current relationship of substitute teachers and substitute teacher organizations to local and state affiliates. Attempts shall be made to gather information from all states. The report shall include an analysis of significant models and trends. The report shall be submitted to all state affiliates by March 15, 1983. (1982-9)

Coordination of State Bargaining Statutes

The NEA shall design a long-range bargaining plan to coordinate the development of bargaining statutes in the states. In particular, the plan should include methods whereby those states with bargaining laws can coordinate improvements in the laws so that more consistency is obtained. The plan should include, but not be limited by, the following:

1. Improvement of the coordination of job actions and time lines
2. A comparison of existing statutes
3. Consideration of the regional economic effects of coordinated interstate goals in bargaining. (1982-14)

Support for Take-Back Efforts

The NEA shall plan at least one workshop session at the site of the NEA Annual Meeting for delegates from locals that are engaged in take-back efforts.

The NEA shall develop a take-back information pool to provide information and supportive empathy from local and state affiliates that have fought take-back fights for state and local affiliates that are involved in association drives to regain bargaining rights in school districts now dominated by nonassociation bargaining agents. (1982-18)

New Jersey Negotiations Law

The NEA applauds, encourages, supports, and endorses the campaign of the New Jersey Education Association (NJEA) to achieve justice and equity through a new negotiations law for all school employees and all public employees in New Jersey. Especially, the NEA encourages all its members to support and attend the NJEA Rally for Justice to be held in Trenton, New Jersey, on October 23, 1982. (1982-67)

Collective Bargaining for Substitute Teachers

In states that have collective bargaining statutes, the NEA through 1983-84 shall promote, through our state affiliates, the inclusion of collective bargaining rights and responsibilities for our colleagues, the professionally certificated substitute teachers. (1982-68)

Protection of Teaching and Educational Support Positions

The NEA and its affiliates will vigorously oppose the usurpation of teaching and educational support positions through the hiring of private corporations and contractors to provide student and/or school services. The NEA and its affiliates will work to protect and increase the number of bargaining unit positions in school districts held by certificated professionals and education support personnel. (1982-73)

COMMUNICATIONS

Cable Television Contracts

NEA local affiliates are urged to monitor and, whenever possible, actively participate in the development of standards for the granting of cable television contracts for communities and/or school districts where the awarding of a cable television franchise is under active consideration. NEA locals should inform and coordinate efforts with NEA Communications when appropriate. (1982-34)

Inequities of Tax System

The NEA shall make and keep the membership and the general public aware of the serious injustices of the current tax system through a publicity campaign in regular NEA publications as well as through the Association's regular program of media relations. In particular, the NEA campaign shall stress the marriage tax penalty suffered by so many NEA members. (1982-35)

Election of Pro-Education Candidates

The 1982 NEA Representative Assembly requests that each member of the Association devote at least 10 hours on the average to elect pro-education candidates to Congress on November 2, 1982. (1982-77)

GOVERNMENT RELATIONS

Tuition Tax Credits

The National Education Association continues to oppose tuition tax credits and voucher plans because they constitute bad educational policy, bad economic policy, and bad public policy. NEA will continue to do all that is possible to defeat tuition-tax-credit proposals in the Congress. NEA will intensify its efforts to work cooperatively with all individuals and groups in support of the public schools and in opposition to tuition-tax-credits and voucher plans wherever and whenever they are proposed.

NEA urges all members and affiliates to utilize the Association's many community action activities and community contacts and relationships to give all Americans the facts about these proposals that threaten the future of our American public schools.

NEA calls on all members and affiliates to participate in the fall petition drive against tuition tax credits, helping the National Coalition for Public Education make this effort a resounding success. (1982-F)

Construction of Health Facilities for American Indians

The NEA shall urge the United States Office of Management and Budget and the Department of Health and Human Services to construct the previously planned and funded Sacaton Hospital and Rosebud Reservation Hospital and keep open three clinics for Indian people scheduled to be closed in Oklahoma and New Mexico. (1982-43)

HUMAN AND CIVIL RIGHTS

Scientific Creationism

The NEA will oppose efforts that would have science curricula in public schools which include teaching scientific creationism on an equal basis with evolution. (1982-22)

Asian/Pacific Heritage Week

The NEA shall promote Asian/Pacific Heritage Week through NEA publications and by providing appropriate materials to state affiliates. (1982-42)

Child Abuse and Neglect

The National Education Association shall ally with other groups toward the objective of preventing child abuse and neglect. The NEA shall urge its state affiliates to pursue actively advocacy for the welfare of all children and shall advocate state funding and specific educational programs designed to prevent child abuse and neglect. (1982-61)

INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Excellence in Our Schools, Teacher Education: An Action Plan

The 1982 NEA Representative Assembly approves the document *Excellence in Our Schools, Teacher Education: An Action Plan* and authorizes its implementation with those state affiliates choosing to participate. (1982-E)

Guidelines for Adopt-A-School Programs

The National Education Association will develop for its local associations a set of guidelines that can be used in evaluating any Adopt-A-School or similar programs proposed for implementation by their local school districts. (1982-15)

Implementation of Metric System

The NEA shall provide leadership in the effort to bring about full implementation of the metric system of measurement in the United States by (a) coordinating recent and future NEA activities to implement the metric system with the efforts of other agencies and support groups with similar interests and concerns; (b) seeking additional public, private, and foundation support for a comprehensive educational program to prepare the citizenry for full conversion to the metric system of measurement; and (c) encouraging state and local affiliates to join in a coordinated effort to promote metric education. (1982-16)

Development of Curriculum Materials

The Representative Assembly directs the NEA to develop and make available an additional curriculum, suitable for use at elementary and seventh and eighth grade levels, on the Ku Klux Klan and other groups that advocate racism, religious prejudice, and violence. (1982-21)

Implementation of Curriculum To Counter Racism

The NEA reaffirms its commitment to countering racism and racist violence by follqwing through on the initiative taken in developing the curriculum *Violence, the Ku Klux Klan, and the Struggle for Equality*. Implementation steps should include—

1. Encouraging local associations to secure approval of the curriculum for use in their school systems.
2. Encouraging local associations to secure professional development workshops in the use of the curriculum.
3. Publicizing the use of the curriculum and other resource materials to NEA members. (1982-27)

Statement of Intent

The document *Excellence in Our Schools, Teacher Education: An Action Plan* shall have the following statement printed on the copyright page:

> This document has been designed by the NEA for the purpose of evaluating teacher preparatory programs and is not intended to be used in whole or part to evaluate the performance of school personnel. (1982-62)

RESEARCH

Information Bank on Teacher Hiring and Layoffs

The NEA, acting in cooperation with UniServ local affiliates, shall establish an information-sharing bank program that identifies school districts where teacher hiring and teacher layoffs are occurring. (1982-3)

Research on Nonteaching Duties

The NEA Representative Assembly directs that the Teacher Opinion Poll be used to research the number of nonteaching duties performed by classroom teachers and the time devoted to such duties, both in special education and regular education, as mandated by P.L. 94-142 (the Education for All Handicapped Children Act) and other federal regulations. The Assembly further directs that any recommendations be reported to the 1983 Representative Assembly for appropriate action. (1982-26)

Dissemination of Research Data

The Representative Assembly directs the NEA, prior to sending any research data to any board of education or similar organization, to submit said data to the local NEA affiliate for its approval. No data should be released without this approval. (1982-31)

GOVERNANCE AND ADMINISTRATION

Standing Committee on Peace and International Relations

The 1982 NEA Representative Assembly directs that the Standing Committee on International Relations be renamed the Standing Committee on Peace and International Relations and charged as follows:

> The committee shall be responsible for developing policy recommendations relating to international relations activities and for evaluating Association efforts to enhance the security and well-being of the nation through the pursuit of peace. The committee shall suggest measures to promote membership and affiliate involvement in activities that cultivate international and intercultural understanding; shall advise governance regarding NEA's involvement with the World Confederation of Organizations of the Teaching Profession and other international teacher organizations; and shall recommend resolutions, programs, and congressional initiatives to respond to the goal of national security through peace. (1982-A)

Support of Nuclear Weapons Freeze

The 1982 NEA Representative Assembly supports an immediate universal nuclear weapons freeze. (1982-B)

Endorsement of STOP Nuclear War

The 1982 NEA Representative Assembly endorses the Student/Teacher Organization To Prevent Nuclear War (STOP Nuclear War) and encourages NEA members and affiliates to take action to create local units of STOP Nuclear War in their communities. (1982-C)

Action Plan for Sex Equity

NEA reaffirms its dedication and commitment to the swift realization of equal rights for women and men under the law of the United States and each of the states. The Association will implement the following action plan for sex equity:

1. NEA will sponsor the reintroduction of the Equal Rights Amendment in the Congress of the United States.

2. NEA will convene a meeting of the leaders of such groups as the Democratic National Committee, GOP Feminist Caucus, labor unions that have supported the ERA, NOW, other women's groups, and citizen action organizations to develop a common agenda for sex equity and a network of action.

Consensus must be achieved with a wide variety of interest groups to build a broader base of support for the issue, a common purpose, and an agreed-upon plan of action.

3. NEA will develop a "Women's Rights Vote" voter registration and get-out-the-vote campaign to show clearly that there is strong public support for equality. Such a campaign will involve all state and local associations and the thousands of NEA members who have contributed to the NEA/ERA Fund in an active effort to build a positive political mandate. The campaign will be coordinated with NEA's political action program for the 1982 congressional elections—the first arena for a vote on women's equality.

A multilevel strategy must be pursued to heal political wounds and create a political mandate for the legislative battles which lie ahead on the federal and state levels.

4. NEA will work with other organizations for the passage of the Equal Rights Amendment and the enactment of changes in federal laws to enhance sex equity. The NEA Legislative Agenda includes the passage of the Equal Rights Amendment and other provisions on women's equity as priority civil and human rights issues before the Congress.

Gains that have been made in Title IX of the 1972 Education Amendments and other statutes must be protected. Changes must be made in the Social Security Act, the tax code, and other programs to achieve economic equity at the federal level.

5. NEA will work with other organizations on a joint strategy to ensure passage of voter referenda as part of the state constitutional amendment process and to secure passage of substantive state legislation. NEA will provide a clearinghouse and technical assistance to state associations on methods of achieving equality through state legislation.

State affiliates and national organizations that support women's rights must intensify their efforts to correct inequities through state legislation.

6. NEA will cooperate with and support groups involved in litigation on the basic questions surrounding equality of rights under the law.

The Association must explore all possible avenues of legal remedy and redress on women's rights issues.

7. The NEA executive director will appoint a staff task force to plan, coordinate, and implement the NEA Action Plan for Sex Equity.

The campaign for ratification of the Equal Rights Amendment has been a fully coordinated activity of all units of the National Education Association. This has been a significant factor in achieving the concerted action essential for success.

8. The Executive Committee and Board of Directors will analyze the impact of the NEA boycott of unratified states and recommend to the 1983 Representative Assembly an appropriate Association policy regarding meetings in unratified states.

It would be premature to change the current boycott position without a careful assessment of all pertinent factors, including the implications of state constitutional ERA initiatives, the application to states that rescinded ratification of the ERA, and the efficacy of the boycott position in advancing ratification of ERA. (1982-D)

References to Federal Legislation and Regulations

Each time reference is made to a public law, proposed federal law, or federal regulation in a new business item, a brief explanation of that law or regulation will be printed in the rationale. (1982-4)

National Teaching Certificate

The NEA, through the appropriate committee, shall study the feasibility of establishing a national teaching certificate, issued by the NEA. Upon approval of the plan by the Board of Directors and the Representative Assembly, the NEA, in cooperation with state and local affiliates, shall endeavor to have this certificate recognized by the various states. (1982-6)

Training Program on Management of School Employee Retirement Systems

The NEA Standing Committee on Teacher Benefits shall conduct a study and develop a plan for a training program which will assist school employees in effectively managing their retirement systems and the monies in those systems. (1982-7)

National Health Insurance Trust for Educational Employees

The NEA, through the Standing Committee on Teacher Benefits, shall explore the possibility of the development of a national health insurance trust for educational employees, which would be made available for subscription by the state associations. (1982-8)

Materials for Alternate Directors

The NEA will provide to one NEA alternate director per state copies of all written materials that are mailed to the NEA directors prior to the Board of Directors meetings. (1982-19)

Federal and State Equal Rights Amendments

The 1982 NEA Representative Assembly recommends that all state associations adopt, as part of their legislative programs, not only the support of the concepts of the Equal Rights Amendment but also the commitment to work actively to establish state ERAs in all states which do not already have them. (1982-32)

Sponsorship of News Program

The NEA Standing Committee on National Public Relations will consider NEA sponsorship of at least one-half hour daily of the National Public Radio news program *All Things Considered*. (1982-38)

Support of Solidarity

The National Education Association supports the efforts of an outstanding member of the labor union family, Solidarity, in demanding an end to martial law in Poland and the return of that organization to its free and legal standing. (1982-46)

Directive to NEA Delegates to WCOTP Assembly

The NEA directs its representatives to the assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) to publicly express the support of the NEA for the struggle of the Polish people for freedom, the return of Solidarity to its free and legal standing, and the return to freedom of Lech Walesa and others now being held against their will. The NEA further directs its representatives to the WCOTP meeting in Switzerland to submit a resolution which seeks the support of WCOTP in this matter. (1982-47)

Categorization of New Business

The 1982 NEA Representative Assembly requests the Committee on Constitution, Bylaws, and Rules to submit a proposed amendment to the Standing Rules that will direct the NEA president to appoint a committee, to be approved by the NEA Board of Directors, whose function would be to place all new business items to be considered by the Representative Assembly into one of two categories as described herein. The grouping will be done on a daily basis.

Category I—Business items which directly affect school employees and working conditions (including but not limited to wages and benefits, retirement, collective bargaining, binding arbitration, and so forth).

Category II—Business items which do not deal with issues related to school employees or working conditions (including but not limited to issues of foreign policy, noneducational domestic issues, and so forth).

Category I items will be considered first at each business meeting. All items not considered at each business meeting will be placed in the same category for the next business meeting. Priority will be given to Category I items at all business meetings. (1982-48)

March Through Los Angeles

NEA President Willard H. McGuire will lead the delegates to the 1982 Representative Assembly on a walk through the City of Los Angeles on July 6. At approximately 5 p.m., or whenever the president feels it most appropriate, the delegates will walk in three's on the sidewalk. The walk will end at a central location where President McGuire will very briefly explain the reasons for the walk; for example, public school finances, the Equal Rights Amendment, policies of the Reagan administration, and other appropriate reasons. Further, President McGuire shall be authorized to make whatever arrangements are necessary to carry out this motion and to have arrangements made for all types of press coverage. (1982-49)

Recognition of Deceased Educators

NEA shall provide time during programs to pay tribute to deceased educators who dedicated their lives to the cause of education. Some space should be provided for a memorial service or some type of recognition in remembrance of those who served education during their lifetimes. (1982-53)

National Teachers Day

The NEA shall take appropriate action to reinstate and place on the calendar a National Teachers Day, but not necessarily as a national holiday. (1982-54)

Court Challenges to Tuition-Tax-Credit and Voucher Plans

The NEA shall initiate a court challenge of the constitutionality of any tuition-tax-credit or voucher plan adopted as law. This intent shall be made known to Congress. (1982-60)

Special Committee on Educational Support Personnel

The 1982 NEA Representative Assembly, recognizing the rapid growth of educational support personnel (ESP) within the NEA, directs that a special committee on ESP be established to advise the Board of Directors and recommend policy in matters concerning educational support personnel. (1982-63)

Effectiveness of Urban Associations

The NEA Executive Committee shall identify factors that will enable urban associations to work more effectively within their state associations. (1982-70)

Loss of Lives Due to Military Action

The NEA expresses deep concern for loss of lives everywhere due to military action as a means for resolving political differences. The NEA will communicate this concern to the United States government. (1982-74)

Information on Clustering for Small Local Affiliates

The 1982 NEA Representative Assembly directs NEA to provide the following to locals with fewer than 76 members:

1. Information on NEA benefits specific to those locals and their members
2. A report on the impact of new business item 1981-40, Clustering of Small Local Affiliates, on the clustering process, said report to include but not be limited to copies of states' clustering plans
3. Assistance in planning and/or implementing state clustering plans upon the request of locals whose combined membership entitled them to become a clustered unit and that are in a state in which fewer than 50 percent of the eligible locals are represented in the NEA Representative Assembly. (1982-76)

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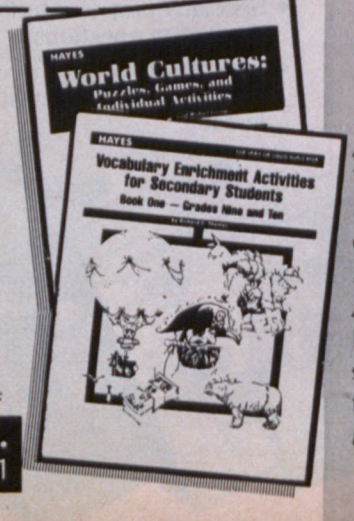

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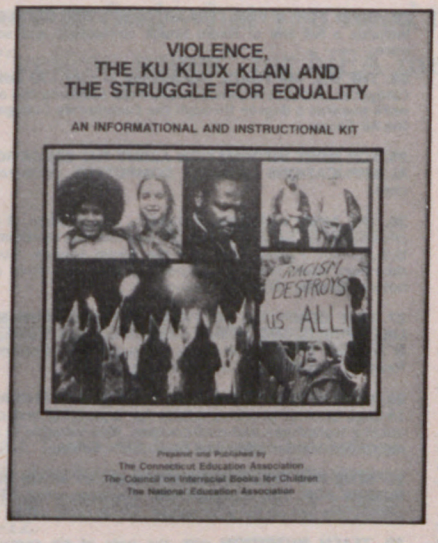

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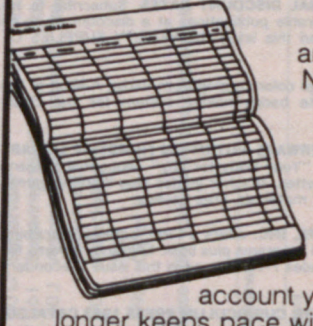

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National Art Education Association, 1916 Association Dr., Reston, VA 22091. (703) 860-8000.

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Association for Educational Data Systems, 1201 16th St., N.W., Washington, DC 20036. (202) 822-7845.

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Curriculum

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314. (703) 549-9110.

Promotes balanced curriculums that ensure equal and quality educational programs for all students. Publishes *Educational Leadership,* issued monthly October-May: subscription included in membership; single copy, $3. Also publishes books, produces filmstrips and videotapes, and conducts workshops.

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American Driver and Traffic Safety Education Association, 123 N. Pitt St., Alexandria, VA 22314. (703) 836-4748.

National association that serves teachers of driving and safety education, K-12. Publishes *Journal of Traffic Safety Education,* issued quarterly: subscription included in membership. Also publishes a newsletter, a curriculum guide, and books. Sponsors an annual conference.

English

National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. (217) 328-3870.

Professional organization designed to improve the teaching of English at all levels. Publishes *Language Arts, English Journal,* and *College English,* journals that are issued eight times a year: subscriptions included in membership, depending on membership category selected. Also publishes other journals, books, and teacher guides. Produces video cassettes for pre- and in-service teacher training. Offers a limited number of grants-in-aid to encourage research and experimentation in English teaching. Sponsors workshops at two annual conventions.

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American Society for Environmental Education, 58 Main St., Box R, Durham, NH 03824. (603) 868-5700.

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National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036. (202) 797-6800.

Organization dedicated to informing the public, Congress, students, and

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American Personnel and Guidance Association, 2 Skyline Pl., Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703) 820-4700.

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American Diabetes Association, Inc., 2 Park Ave., New York, NY 10016. (212) 683-7444.

Voluntary health organization designed to promote understanding of diabetes. Publishes *Diabetes Forecast,* issued bimonthly: subscription, $6; single copy, $1. Also issues journals, a curriculum guide, books, and films.

The Arthritis Foundation, 3400 Peachtree Rd., N.E., Atlanta, GA 30326. (404) 266-0795.

Voluntary health organization that supports scientific research and public education programs. Publishes *Arthritis News,* a quarterly newspaper, free. Also publishes a journal and brochures, and distributes films.

Asthma and Allergy Foundation of America, 9604 Wisconsin Ave., Bethesda, MD 20814. (301) 530-4330.

National voluntary foundation committed to health promotion and disease control on behalf of more than 35 million Americans afflicted with asthma and allergic reactions. Publishes *In Touch,* issued quarterly: subscription, $4. Also publishes books, curriculum guides, and brochures. Distributes films and offers speakers' bureau.

Cancer Information Clearinghouse, OCC-NCI, Bldg. 31, Rm. 10A18, Bethesda, MD 20205. (301) 496-4070.

Information dissemination center of the National Cancer Institute, the federal agency devoted to cancer research. Collects and produces educational materials on cancer. Serves as a referral service for other information sources. Publishes free annotated bibliographies (e.g., "Smoking and Health, School Edition" and "Skin Cancer Education Materials").

The Candlelighters Foundation, Suite 1011, 2025 Eye St., N.W., Washington, DC 20006. (202) 659-5136.

Educational arm of more than 155 self-help groups of parents of children with cancer and of the professionals who serve them. Identifies and develops solutions to the problems of living with and treating childhood cancer. Publishes *The Candlelighters Foundation Quarterly Newsletter* and the *Candlelighters Foundation Teen Newsletter,* both free. Also publishes handbooks. Local chapters offer speakers to school groups.

Howard University Center for Sickle Cell Disease, 2121 Georgia Ave., N.W., Washington, DC 20059. (202) 636-7930.

Comprehensive sickle-cell center serving more than 350 pediatric and adult patients. Offers testing, counseling, education, and research programs. Publishes *Center for Sickle Cell Disease Newsletter,* a quarterly, free. Also publishes books and pamphlets; conducts monthly scientific seminars and an annual conference that offers continuing education credits.

Juvenile Diabetes Foundation International, 23 E. 26th St., New York, NY 10010. (212) 889-7575.

Nonprofit voluntary agency whose primary objectives are to support and fund research aimed at preventing diabetic complications and to find a cure for diabetes. Publishes a quarterly, *Dimensions in Diabetes:* subscription included in membership. Also publishes pamphlets, produces audiovisual materials, and offers fellowships and seminars through some local chapters.

National Jewish Hospital/National Asthma Center, 3800 E. Colfax Ave., Denver, CO 80206. (303) 388-4461.

Nonprofit, nonsectarian medical center that conducts research concerning, provides education about, and treats victims of chronic respiratory and immunologic disorders. Publishes a quarterly newsletter, *New Directions:* sent to those who contribute $3 or more per year. Also publishes brochures (free if requested in reasonable quantities) and conducts workshops for educators.

National Multiple Sclerosis Society, 205 E. 42nd St., New York, NY 10017. (212) 986-3240.

Organization that provides funding for several types of programs—research, rehabilitative and psychosocial, and public and professional educational—all related to multiple sclerosis. Publishes two quarterlies, *MS Messenger* and *MS Patient Service News:* subscriptions to both included in membership. Also publishes books and curriculum guides, produces films, and sponsors educational programs.

National Sickle Cell Disease Program, National Institutes of Health, Federal Bldg., 7550 Wisconsin Ave., Bethesda, MD 20205. (301) 496-6931.

Program offering assistance with activities relating to sickle cell disease. Disseminates information and demographics exhibits. Publishes curriculum guides, produces films and cassettes for loan, and offers seminars and workshops.

United Cerebral Palsy Associations, Inc., 66 E. 34th St., New York, NY 10016. (212) 481-6300.

Nationwide network of some 250 agencies that furnish services to disabled persons and conduct public education programs. Publishes *UCPeople, Etc.,* a bimonthly newsletter, free. Also publishes books and distributes films.

Home Economics

Center for Science in the Public Interest, 1755 S St., N.W., Washington, DC 20009. (202) 332-9110.

Nonprofit organization that provides the public with information on food and health science. Publishes *Nutrition Action,* issued 10 times a year: subscription included in membership. Also publishes books, pamphlets, and

other educational materials.

Consumer Information Center, Pueblo, CO 81009. (202) 566-1794.

Information center of the federal agency, the General Services Administration. Works to increase public access to consumer information. Distributes the *Consumer Information Catalog,* a quarterly listing of more than 200 free or low-cost government consumer publications: bulk copies free to schools.

Future Homemakers of America, 1910 Association Drive, Reston, VA 22091.

Nonprofit organization for home economics students through grade 12. Publishes *Teen Times,* issued quarterly: subscription, $4. Also produces films. Holds an annual conference for teachers, and offers seminars and workshops.

Home Economics Education Association, 1201 16th St., N.W., Washington, DC 20036. (202) 822-7844.

Nongovernance affiliate of NEA that works to improve the quality and broaden the scope of home economics education. Publishes a quarterly newsletter, monographs, and books.

Home-School Cooperation

Home and School Institute, Inc., c/o Trinity College, Washington, DC 20017. (202) 466-3633.

Nonprofit national service organization that develops programs and materials to help build home/school/community partnership in education. Publishes educational materials for educators and for families. Conducts on-site training programs for professionals, engages in research, and designs demonstration projects.

Languages

American Association of Teachers of French, 57 E. Armory Ave., Champaign, IL 61820. (217) 333-2842.

Organization aiming to represent the French language in North America and to encourage the dissemination, both in the schools and among the general public, of knowledge about all aspects of the culture and civilization of the French-speaking world. Publishes *French Review,* issued six times a year; and *AATF National Bulletin,* issued four times a year: subscriptions included in membership. Offers some teaching aids, summer scholarships abroad for members, and a summer seminar for teachers of French.

American Association of Teachers of German, Inc., Bldg. 523, Suite 201, Rt. 38, Cherry Hill, NJ 08034. (609) 663-5264.

Organization whose purposes are to advance and improve the teaching of the language, literatures, and cultures of the German-speaking countries. Publishes the *AATG Newsletter, The German Quarterly,* and *Die Unterrichtspraxis:* subscriptions included in membership. Also publishes booklets, lends some films and teacher aids, awards scholarships, holds workshops, sponsors a student organization, and provides a placement service.

American Association of Teachers of Spanish and Portuguese, Holy Cross College, Worcester, MA 01610. (617) 832-3779.

Educational association fostering the study of the Spanish and Portuguese languages, literatures, and cultures in the U.S. and Canada. Publishes *Hispania,* issued quarterly: subscription included in membership; nonmembers, $15 this year, $20 as of 1983. Also offers workshops, pen pal agency, high school honor society, and placement service.

American Council on the Teaching of Foreign Languages, Inc., 385 Warburton Ave., Hastings-on-Hudson, NY 10706. (914) 478-2011.

National professional association dedicated to the teaching and learning of all second languages at all levels of instruction. Publishes *Foreign Language Annals,* issued six times a year: subscription included in membership. Also publishes curriculum guides and tapes, and offers workshops at the annual meeting.

Modern Language Association of America, 62 5th Ave., New York, NY 10011. (212) 741-5588.

Nonprofit association of teachers and scholars of languages and literatures (including English), who are based primarily in colleges and universities. Publishes *PMLA,* issued six times a year; *Profession,* issued annually; and *MLA Newsletter,* issued four times a year: subscriptions included in membership. Also publishes books, and offers placement services.

National Association for Bilingual Education, 1201 16th St., N.W., Rm. 405, Washington, DC 20036. (202) 822-7870.

Professional organization representing teachers and others interested in bilingual education. Publishes *NABE Journal,* issued three times a year, and *NABE News* issued five times a year: subscriptions included in membership. Also publishes conference proceedings, and provides consultations, position papers, and legislative updates.

Teachers of English to Speakers of Other Languages, 202 D.C. Transit Bldg., Georgetown University, Washington, DC 20057. (202) 625-4569.

Nonprofit professional membership organization whose purposes are to promote scholarship, disseminate information, strengthen at all levels instruction and research in the teaching of English to speakers of other languages or dialects, and cooperate in appropriate ways with other groups having similar concerns. Publishes *TESOL Quarterly,* issued four times a year, and *TESOL Newsletter,* issued six times a year: subscriptions included in membership. Also publishes books and some free pamphlets. Offers fellowships to its convention and summer institute.

Materials

Educational Products Information Exchange Institute (EPIE Institute), P.O. Box 620, Stony Brook, NY 11790. (516) 246-8664.

Consumer's agency for educational materials and equipment, including microcomputer courseware and hardware. Publishes *EPIEgram: Materials* and *EPIEgram: Equipment,* both issued nine times a year; and *EPIE Report/Materials* and *EPIE Report/Equipment,* both issued annually: subscriptions included in membership, depending on membership category selected. Offers workshops and seminars on the selection of instructional materials and microcomputer courseware.

Mathematics

National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091. (703) 620-9840.

Professional organization of teachers dedicated to the improvement of classroom instruction in mathematics at all levels. Publishes *Arithmetic Teacher* and *Mathematics Teacher,* issued monthly September-May: subscription to one or both included in different categories of membership; *NCTM News Bulletin,* issued five times a year: subscription included in membership; *Journal for Research in Mathematics Edu-*

cation, issued five times a year: subscription, $12 for members, $15 for nonmembers. Also publishes books, maintains a teacher/learning center, and offers workshops at its annual convention.

Media

Action for Children's Television, 46 Austin St., Newtonville, MA 02160. (617) 527-7870.

Nonprofit consumer organization working to encourage diversity and eliminate commercial abuses from children's television by securing legal reforms and increasing public awareness. Publishes *re:act*, issued twice a year: subscription included in membership; nonmembers, $15. Also publishes books, films, posters, and games. Offers internships to students.

Agency for Instructional Television, Box A, Bloomington, IN 47402. (812) 339-2203.

Nonprofit American-Canadian organization seeking to strengthen education through television and other technologies. Publishes *AIT Newsletter*, issued four times a year: subscription free to educational broadcasters, educators, and other interested persons. Also publishes curriculum guides, books, films, and videotapes.

Association for Educational Communications and Technology, 1126 16th St., N.W., Washington, DC 20036. (202) 466-4780.

Professional organization for people concerned with the use of media and communications technology in instruction. Publishes *Instructional Innovator*, issued eight times a year: subscription included in most memberships; otherwise, $24; *ECT Network*, issued bimonthly: subscription included in membership; *Journal of Instructional Development* and *Educational Communications and Technology Journal*, both issued quarterly: subscriptions, $24 a year. Also publishes books and filmstrips, offers scholarships, and conducts workshops at its annual conference.

National Council for Children and Television, 20 Nassau St., Suite 215, Princeton, NJ 08540. (609) 921-3639.

Organization of individuals and groups concerned with the developmental needs of children in relation to television. Publishes *Television & Children*, issued quarterly: subscription, $16. Also sponsors symposium on the social effects of TV.

Physical Education

American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Dr., Reston, VA 22091. (703) 476-3400.

Nonprofit membership organization for educators. Publishes *Journal of Physical Education, Recreation and Dance*, issued nine times a year, *Health Education*, issued six times a year; *Research Quarterly for Exercise and Sport*: subscriptions included in membership, depending on membership category selected. Also publishes a newspaper and books; produces films; and offers workshops, internships, and a placement service.

Reading

International Reading Association, P.O. Box 8139, Newark, DE 19711. (302) 731-1600.

Professional membership organization dedicated to improving instruction in reading, promoting the reading habit, and developing literacy. Publishes *The Reading Teacher*, issued monthly October-May: subscription, $25; *Journal of Reading*, issued monthly October-May: subscription, $25; *Reading Research Quarterly*: subscription, $25; *Lectura y Vida*, issued quarterly: subscription, $25. Also publishes books and holds seminars.

Research

Educational Resources Information Center (ERIC), National Institute of Education, 1200 19th St., N.W., Washington, DC 20208. (202) 254-5500.

Nationwide information system that disseminates education research results and materials designed for teachers through clearinghouses across the country. Publishes *Resources in Education*, issued monthly: subscription, $70; *Current Index to Journals in Education*, issued monthly: subscription, $26.15; *Thesaurus of ERIC Descriptors*, issued biennially: price, $25.15. Also publishes curriculum guides and reproduces documents on microfiche or paper; produces magnetic tapes of the database as well as filmstrips and videotapes. Offers workshops.

Science

American Association of Physics Teachers, Graduate Physics Building, SUNY, Stony Brook, NY 11794. (516) 246-6840.

Nonprofit association that provides a forum for communication among high school and college physics teachers, and provides professional services to members. Publishes the *American Journal of Physics*, a monthly archival journal: subscription included in membership; nonmembers, $60; *The Physics Teacher*, a magazine for teachers of introductory physics, issued nine times a year: subscription included in membership; nonmembers, $30. Also publishes a newsletter and reports of curriculum conferences, and offers workshops and symposiums at two annual meetings.

American Chemical Society, 1155 16th St., N.W., Washington, DC 20036. (202) 872-4600.

Nonprofit scientific association of chemical scientists that promotes the advancement of chemistry; encourages research in chemical science and industry; improves qualifications and usefulness of chemists through high standards of professional ethics, education, and attainments; and promotes the increase and diffusion of chemical knowledge. Publishes *Journal of Chemical Education* monthly: subscription: $15 (write to *The Journal*, Subscription, Fulfillment Dept., 20th and Northampton Sts., Easton, PA 18042); *Chemical & Engineering News*, a weekly newsletter: subscription included in membership; nonmembers, $30. Also publishes books and produces cassette tapes, and offers courses for high school teachers and undergraduate chemistry students.

American Society for Aerospace Education, 1750 Pennsylvania Ave., N.W., Suite 1303, Washington, DC 20006. (202) 347-5187.

Nonprofit organization dedicated to promoting and supporting aviation and space education at all levels of learning. Publishes *AVIATION/SPACE (The Journal of Aerospace Education)*, issued bimonthly: subscription included in membership. Also publishes books, produces films, and sponsors conferences.

Junior Engineering Technical Society, 345 E. 47th St., New York, NY 10017. (212) 705-7690.

Nonprofit organization to promote interest in engineering, science, and technology in high schools through chapter activitities, which include competitions, design contests, and aptitude testing. Publishes *JETS Report*, a newsletter issued monthly September-May: subscription for club members, $2; for members-at-large, $4. Also

produces curriculum guides.

National Association of Biology Teachers, 11250 Roger Bacon Dr., #19, Reston, VA 22090. (703) 471-1134.

Nonprofit association devoted to the concerns of biology teachers at all levels. Publishes *The American Biology Teacher*, issued monthly September-May: subscription included in membership; nonmembers, $30. Also publishes books and rents videotapes. Offers courses for credit at its national convention and one-day workshops at various cities.

National Executive Committee for Guidance, c/o Accreditation Board for Engineering and Technology, 345 E. 47th St., New York, NY 10017 (212) 705-7690.

Nonprofit organization of representatives from five engineering societies that act as a policy committee to establish and review engineering guidance activities. Publishes *ENGINEERING* 19xx* annually and distributes it to every U.S. secondary school, single copies, 75¢. Also publishes booklets, pamphlets, and brochures.

National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009. (202) 328-5850.

Nonprofit association devoted to teaching of science at all instructional levels. Central purpose is improvement and encouragement of science education for all students. Publishes *Science and Children*, a magazine for elementary teachers issued eight times a year; *The Science Teacher*, a magazine for secondary teachers issued nine times a year; *The Journal of College Science Teaching*, a magazine for college teachers issued six times a year: subscriptions included in membership, depending on membership category selected. Also publishes newsletters, curriculum guides, and books, and offers courses in conjunction with area and national conventions.

Social Studies

The Association for the Study of Afro-American Life and History, 1401 14th St., N.W., Washington, DC 20005. (202) 667-2822.

Organization for the promotion of Afro-American history in the U.S. and abroad. Publishes two quarterlies, *Negro History Bulletin* and *Journal of Negro History*: subscriptions included in membership; individual copies, $4.50 and $6.50, respectively. Also publishes books of interest to educators.

Center for Information on America, P.O. Box 276, Washington, CT 06793. (203) 868-2602.

Nonprofit organization dedicated to furthering public understanding of U.S.'s self-governing process. Publishes several series of pamphlets. Main one is *Vital Issues*, published 10 times a year: subscription, $6; single copy, 80¢.

Foreign Policy Association, 205 Lexington Ave., New York, NY 10016. (212) 481-8450.

Nonpartisan, nongovernmental organization that prepares publications on world affairs for secondary schools, colleges, and adult readers, and sponsors meetings with national and world leaders. Publishes *Great Decisions*, a 96-page annual, $6; *Headline Series*, bimonthly: subscription, $12; single copy, $3. Also publishes special reports on world issues in the news.

Institute of International Education, Communications Division, 809 UN Plaza, New York, NY 10017. (212) 883-8200.

Nonprofit international organization that manages programs, including the predoctoral Fulbrights, that assist 8,000 persons each year through fellowships and grants. Conducts contribution-supported services, such as an information clearinghouse. Publishes *World Higher Education Communique*, a quarterly that covers events in international education and exchange: subscription, $16. Also publishes books.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036. (212) 582-5150.

Independent, nonprofit, nonpartisan organization that promotes economic education in the nation's schools. Works principally through a network of 50 State Councils and 228 Centers for Economic Education on college and university campuses. Publishes curriculum guides and other teaching materials. Also publishes *UPDATE*, a general newsletter issued three times a year, free; and *CONNECTIONS*, a consumer-education newsletter issued twice a year, free. Write for free catalog of materials.

National Committee for World Food Day, 1776 F St., N.W., Washington, DC 20437. (202) 376-2306.

Nonprofit association of some 250 nongovernmental organizations, including NEA, that work together to promote the observance of UN World Food Day on October 16. Provides information and resources (prepared by others) on ways to observe World Food Day.

National Council for the Social Studies, 3615 Wisconsin Ave., N.W., Washington, DC 20016. (202) 966-7840.

Nonprofit organization designed to serve needs of social studies educators at all levels. Publishes *Social Education*, issued seven times a year: subscription included in membership; nonmembers, $35. Also publishes a newsletter, books, and curriculum guides. Sponsors regional and state conventions and an annual convention.

National Council on Religion and Public Education, 1300 Oread, Lawrence, KS 66045. (913) 843-7257.

Forum for organizations and institutions concerned with ways of studying religion that are educationally appropriate and constitutionally acceptable. Publishes *NCRPE Bulletin*, issued three or four times a year, free. Also sponsors teacher-training conferences and consultations.

National Public Radio—Publishing Department, 2025 M St., N.W., Washington, DC 20036. (202) 822-2670.

Publicly supported broadcasting system. Publishes *Cassette Gazette*, a monthly newsletter: subscription (and free Audio Sampler sound sheet), $12. Produces audio cassettes and audio/print modules in a wide range of fields for use in secondary, postsecondary, and adult education. Write for free catalog.

National Women's History Week Project, P.O. Box 3716, Santa Rosa, CA 95402. (707) 526-5974.

Nonprofit corporation that promotes National Women's History Week in classrooms and communities in the United States. Publishes annually *National Women's History Week Curriculum Guide* for grades 1-12, $6.50. Also distributes other teaching materials.

Public Affairs Committee, Inc., 381 Park Ave. South, New York, NY 10016. (212) 683-4331.

Nonprofit organization that publishes *Public Affairs Pamphlets* written for the general public on social and economic issues: subscription, 15 issues, $6.75; single copies, 50¢; quantity rates start at 10 copies.

Social Science Education Consor-

tium, Inc., Educational Resources Center, 855 Broadway, Boulder, CO 80302. (303) 492-8154.

Nonprofit organization that attempts to improve social science instruction at all levels; to serve as a link between social scientists and educators; to spread information about trends, materials, and instructional methods; and to help educators identify, select, and use new programs, methods, and materials. Publishes *Keeping Up*, a newsletter distributed free four times a year. Also publishes books and multimedia kits. Write for free brochures on materials and services.

Student Press Law Center, Inc., 917 G Pl., N.W., Washington, DC 20001. (202) 347-7154.

Nonprofit national organization that provides legal advice and representation to student journalists and faculty advisers at high school and college levels who are having legal problems with student publications. Publishes Student Press Law Center *Report* monthly, October through June: subscription, $15 (student rate, $7.50). Also offers internships to student journalists.

World Religions Curriculum Development Center, 6425 W. 33rd St., St. Louis Park, MN 55426. (612) 925-4300 (ext. 278).

Designed model high school curriculum for teaching about religious traditions of the U.S. and the world, which the National Diffusion Network disseminates. Publishes teacher guides and paperback books, and produces filmstrips. Conducts awareness sessions and training workshops on teaching about religions.

Special Education

Alexander Graham Bell Association for the Deaf, 3417 Volta Pl., N.W., Washington, DC 20007. (202) 337-5220 voice or TT4.

Organization of hearing-impaired persons, parents of the hearing-impaired, and educators of and other professionals interested in the hearing-impaired. Promotes the use of speech and lipreading by hearing-impaired children and adults to encourage their active participation in their communities. Publishes *The Volta Review*, a journal issued seven times a year: subscription included in membership. Also publishes textbooks and video cassettes aimed at teachers and parents of the hearing-impaired.

Association for Children and Adults with Learning Disabilities, 4156 Library Rd., Pittsburgh, PA 15234. (412) 341-1515.

Nonprofit, basically volunteer organization whose board of directors consists primarily of parents of the learning disabled. Publishes *ACLD Newsbriefs*, a bimonthly: subscription included in membership; nonmembers, $4.50. Offers a buying service for more than 500 current publications on learning disabilities from many sources.

Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. (703) 620-3660.

Association with local chapters throughout the U.S. and Canada for special educators and others who work with handicapped and gifted children. Publishes *Teaching Exceptional Children*, issued quarterly, and *Exceptional Children*, issued six times a year: subscriptions included in membership; nonmembers, $15 and $25, respectively. Also publishes curriculum guides, books, and audiovisual materials, plus learning materials in language and mathematics for parents to use at home with their children.

Vocational/Career Education

American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091. (703) 860-2100.

Nonprofit organization for teachers and other educators in industrial arts and career education. Publishes *Man Society Technology*, a journal issued eight times a year: subscription included in membership; nonmembers, $20. Also publishes books and video cassettes, and sponsors conferences.

American Vocational Association, Inc., 2020 N. 14th St., Arlington, VA 22201. (703) 522-6121.

Professional organization designed to help vocational educators and institutions provide effective programs of education for work. Publishes *Voc Ed*, a magazine issued eight times a year: subscription included in membership; nonmembers, $20; and *Update*, a newspaper issued six times a year: subscription included in membership; nonmembers, $6. Also publishes curriculum guides, a yearbook, and monographs on current issues. Offers seminars and workshops.

Distributive Education Clubs of America, 1908 Association Dr., Reston, VA 22091. (703) 860-5000.

Organization for secondary and postsecondary students in marketing and distributive education. Publishes *New Dimensions*, a quarterly newspaper for student members. Provides assistance to teacher advisers.

Future Business Leaders of America—Phi Beta Lambda, Inc., 1908 Association Dr., Reston, VA 22091. (703) 860-3334.

Organization of secondary and postsecondary students pursuing careers in business or business education. Publishes *Tomorrow's Business Leader*, quarterly: subscription included in student membership. Also publishes newsletters and assistance materials for teacher advisers and local chapters.

Future Farmers of America, National FFA Center, P.O. Box 15160, Alexandria, VA 22309. (703) 360-3600.

Organization for students preparing for careers in agriculture. Publishes *The National Future Farmer*, a magazine, and *Between Issues*, a newsletter, each issued six times a year: subscriptions included in membership. Provides technical assistance to teacher advisers.

Junior Achievement Inc., 550 Summer St., Stamford, CT 06901. (203) 359-2970.

Nonprofit organization that offers school-aged children, through manufacturing projects and curriculum materials, a realistic education in the private enterprise system. Offers programs through some 250 local operating areas, which distribute materials, including copies of *Achiever*, a quarterly magazine for children.

National Association for Industry-Education Cooperation, 235 Hendricks Blvd., Buffalo, NY 14226. (716) 833-6346.

Nonprofit clearinghouse for information on industry-education programs for secondary and postsecondary students. Publishes *NAIEC Newsletter*, bimonthly, and *Journal of Industry-Education Cooperation*, semiannually: subscriptions included in membership; nonmembers, $8 and $5.90, respectively. Also publishes *Teacher's Guide to Industry-Education Cooperation*, bimonthly, $10. Write for free resource list describing handbooks, guides, and other materials.

National Business Education Association, 1914 Association Dr., Reston,

VA 22091. (713) 860-8300.

Membership organization of business educators and college and university students planning to become business educators. Publishes *Business Education Forum*, issued eight times during the school year: available only as part of membership. Also publishes topical yearbooks, other books, and career education materials. Write for publications list.

Vocational Industrial Clubs of America, Inc., P.O. Box 3000, Leesburg, VA 22075. (703) 777-8810.

Nonprofit corporation that enrolls as members students in secondary and postsecondary vocational programs and their teachers. Publishes *VICA Journal*, issued three times during the school year (twice for students, once for teacher advisers): subscription included in membership; nonmembers, $8. Provides technical assistance to teacher members operating VICA clubs.

Young Children

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC 20016. (202) 363-6963.

Nonprofit association concerned with well-being of children from birth to preadolescence. Helps members grow in roles as teachers, supervisors, administrators, librarians, parents, and other care givers. Cooperates with other organizations to promote quality educational programs at all levels. Publishes *Childhood Education*, issued five times a year: subscription included in membership. Also publishes a newsletter, bulletins, pamphlets, and books. Sponsors conferences.

The Children's Book Council, Inc., 67 Irving Pl., New York, NY 10003. (212) 254-2666.

Nonprofit trade association of children's book publishers. Aims to promote the reading and enjoyment of children's books. Publishes *The Calendar*, a newsletter issued every eight months: one-time-only handling charge, $10. Also produces books, pamphlets, classroom display materials, and an audiocassette series for in-service teacher training.

Children's Defense Fund, 1520 New Hampshire Ave., N.W., Washington, DC 20036. (202) 483-1470.

National public charity formed to encourage the nation to meet children's survival needs. Publishes *CDF Reports*, a monthly newsletter: subscription, $15. Also publishes booklets and books. Offers free brochure of publications.

Council on Interracial Books for Children, Inc., 1841 Broadway, Rm. 500, New York, NY 10023. (212) 757-5339.

Nonprofit group that promotes the development and use of bias-free children's books and learning materials. Publishes *The Interracial Books for Children BULLETIN*, issued eight times a year: subscription, $10. Also publishes books and curriculum guides, and produces filmstrips. Write for free catalog of materials.

Lollipop Power, P.O. Box 1171, Chapel Hill, NC 27514. (919) 929-4857.

Women's collective that publishes feminist and multiracial children's books. Publishes annually a *Bibliography of Materials on Sexism in Children's Books*, 50¢. Also publishes books. Write for free catalog of materials.

National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009. (202) 232-8777.

Provides educational services and resources for adults who work with and for children from birth through age eight. Publishes *Young Children*, a bimonthly journal: subscription included in membership. Also publishes books, sponsors the Week of the Young Child, and provides services to 240 national affiliates. Sponsors conferences.

Youth Resources

National Commission on Resources for Youth, Inc., 36 W. 44th St., New York, NY 10036. (212) 840-2844.

Encourages "youth participation," i.e., activities in which young people can learn by assuming active roles in school or community. Publishes *Resources for Youth*, a newsletter issued three or four times a year: subscription, $6 first time only. Also publishes books; audiovisual materials; and case studies of some 1,500 participation programs, some of them school-based. Conducts seminars and training workshops.

Youth Travel

American Field Service, 313 E. 43rd St., New York, NY 10017. (212) 661-4550.

Nonprofit international exchange program that arranges school-year and summer homestays abroad for U.S. high school students and in the U.S. for overseas high school students. Operates through local chapters working with faculty advisers and student clubs in participating high schools. Provides local participants with technical assistance. Welcomes requests for information and assistance in forming new chapters. Has newly available for the general public two handbooks on preparing students to go abroad. Write for price list.

American Youth Hostels, Inc., 1332 Eye St., N.W., Suite 800, Washington, DC 20005. (800) 424-9426 or (202) 783-6161.

Nonprofit organization that provides members with inexpensive travel and outdoor recreation through hostels in the U.S. and an inexpensive group travel program in the U.S. and abroad. Publishes annaul *AYH Handbook*, listing hostels in the U.S. Offers short courses for adults in outdoor group leadership and for anyone over 13 in outdoor skills.

Experiment in International Living, Brattleboro, VT 05301. (800) 451-4465 or (802) 257-7751.

Nonprofit cultural exchange organization that provides home stays overseas in Summer Abroad or Academic Semester Abroad programs for U.S. high school and college students. Also offers Foreign Language Students Abroad Program for foreign language teachers who act as group leaders for their own students. Supplies teacher leaders with materials for students and parents, and arranges "customized" program abroad. Covers all costs and provides small honorarium for teacher leader. Write for free brochure, specifying program of interest.

Women

Women's Educational Equity Act (WEEA) Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160. (800) 225-3088 or (617) 969-7100.

Publishes all the print and audiovisual materials funded under the federal Women's Educational Equity Act, which helps women and girls overcome inequities at all levels of the educational system. Offers educational institutions services such as seminars, presentations, display materials. Write for free promotional brochures and spring flyer on new products. □

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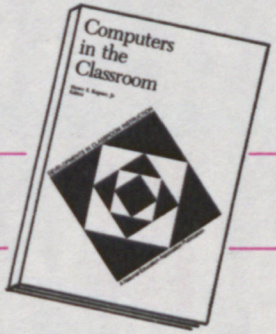

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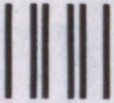

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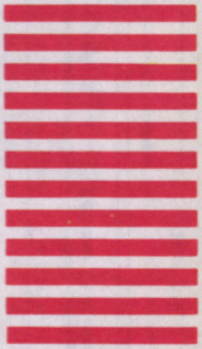

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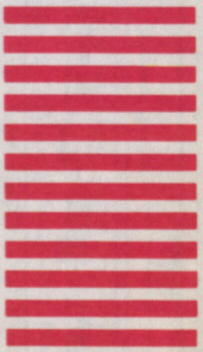
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